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ABSTRACT

A handbook for University of California at Los Angeles (UCLA) teaching assistants (TAs) is presented that includes information about university policy concerning TAs and their jobs. Contents cover: duties of TAs, teaching associates, and teaching fellows; appointment, reappointment, and duration of employment; salary; benefits; conduct, discipline, and grievances; the TA and the Graduate Council and the Graduate Division; the TA and the department; the TA and the Office of Instructional Development; the TA and instructional responsibilities; and the TA and teaching. Three major roles of the TA are considered: conducting one section of a course under faculty supervision, conducting discussion sections of a large lecture course, and assisting in laboratory sections of lecture courses. TAs as informal advisers and counselors are also addressed. Specific topics include: complaints against TAs, termination and campus appeal procedure, Graduate Students Association, the graduate adviser, videotaping services, English as a Second Language for TAs, and instructional media services. Information on TA mini-grants for instructional improvement for 1987-1988 is provided, along with an annotated bibliography of books and instructional media. (SW)

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the TA at UCLA

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1987-1988 Handbook

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FOREWORD

This handbook has been prepared as an aid for teaching assistants. It provides basic information regarding University policy as it relates to TAs and their job. This information has been extracted from a variety of University publications, including the *Academic Apprentice Personnel Manual, the Graduate Adviser's Manual* and the *Handbook for Faculty Members of the University of California*, and is published here as a compendium. For more complete explanations of facts and procedures, the appropriate reference is cited and a bibliography of University publications is included.

The handbook contains factual materials which cover the multiple relationships experienced between the TA and the University, the department, the Graduate Division, the Office of Instructional Development and undergraduate students. In addition, the chapter entitled "The TA and Teaching" provides insight into the teaching experiences of former TAs. We hope that you will find ideas and suggestions which are useful for your teaching style and instructional goals.

This handbook is a publication of the UCLA Teaching Assistant Training Program. If you have any comments on the handbook or suggestions for future revisions, please contact the program at 825-9269 or come by the office in 80 Powell Library.

David Unruh, Coordinator
UCLA TA Training Program

The materials in the Special Collection on the Training of Teaching Assistants were developed through the active efforts of numerous educators who first met at the 1986 National Conference on the Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants held at the Ohio State University. Assisted by more than 80 individuals, the committee chairs listed below were able to establish the collection which will be developed and maintained by the ERIC Clearinghouse for Higher Education. This arrangement will enable faculty members, faculty developers, administrators, TA supervisors, and graduate teaching assistants to have access to TA training materials produced by institutions across the nation.

Task Force on Establishing a National Clearinghouse of Materials Developed for TA Training

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Council of Graduate Deans Clearinghouse -	Chair: Sheila Caskey Southeast Missouri State University
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CALENDAR

Fall Quarter 1987

Distribution of registration materials by letter groups for Continuing students	June 1, Monday
First mailing date for Continuing student registration (fee payment)	July 1, Wednesday
First mailing date for continuing enrollment in classes	July 15, Wednesday
Last day to submit student Parking Request for campus parking permit	July 8, Wednesday or August 18, Tuesday
Last mailing date for all students to enroll in classes	February 26, Friday
Last mailing date for all students to register (pay fees)	March 4, Friday
Fall Quarter begins	September 22, Tuesday
Registration in person, 8:30 am to 5 pm	September 28 – October 9 Monday – Friday
Instruction begins	September 28, Monday
Graduate Study List Card should be filed with major department by 4 pm; all approved cards due to Registrar, 1134 Murphy Hall, by 5:15 pm	September 30, Wednesday
Last day to file advancement to candidacy petitions for the master's degree with Graduate Division, 1225 Murphy Hall	October 9, Friday
Last day to file Study List Card *without* fee	October 9, Friday
Last day to change (add, drop courses) study list *without* fee	October 9, Friday
Last day for filing graduate leaves of absence with Graduate Division, 1225 Murphy Hall	October 9, Friday
WITH APPROVAL OF ACADEMIC DEAN:	
Last day for GRADUATES to ADD Courses with $3 petition fee	October 16, Friday
Last day for GRADUATES to file LATE STUDY LIST with $50 fee	October 16, Friday
Last day for UNDERGRADUATES to ADD or DROP Courses with $3 petition fee	October 23, Friday
Last day for UNDERGRADUATES to file LATE STUDY LIST with $50 fee	October 23, Friday
Last day for UNDERGRADUATES to change grading basis (optional P/NP) with $3 petition fee	November 6, Friday
Thanksgiving Holidays	November 26 – 27, Thursday-Friday
WITH APPROVAL OF ACADEMIC DEAN:	
Last day for GRADUATES to DROP COURSES with $3 petition fee	December 4, Friday
Last day for GRADUATES to change GRADING BASIS (optional S/U) with $3 petition fee	December 4, Friday
Instruction ends	Decmeber 5, Saturday
Final Examinations	December 7 – 11, Monday-Friday
Filing of application for fellowships and graduate scholarships tenable at Los Angeles for 1987 – 88 must be postmarked by:	Consult Major Department
Unofficial copy of previous quarterly grades available at Registrar, 1111 Murphy Hall	January 20, 1987, Wednesday

Winter Quarter 1988

Distribution of registration materials by letter groups for Continuing students	October 26, Monday
First mailing date for Continuing student registration (fee payment)	October 26, Monday
First mailing date for Continuing student enrollment in classes	November 5, Thursday
Last day to submit Student Parking Request for campus parking permit	November 10, Tuesday
Last mailing date for *all* students to enroll in classes	November 19, Thursday
Last mailing date for *all* students to register (pay fees)	December 11, Friday
Winter Quarter begins	December 28, Monday
Registration in person, 8:30 am to 5 pm	January 4 – 15, Monday-Friday
Instruction begins	January 4, Monday
Martin Luther King, Jr. Holiday	January 18, Monday
Graduate Study List Card should be filed with major department by 4 pm; all approved cards due to Registrar, 1134 Murphy Hall, by 5:15 pm	January 6, Wednesday
Last day to file advancement to candidacy petitions for the master's degree with Graduate Division, 1225 Murphy Hall	January 15, Friday
Last day to file Study List Card *without* fee	January 15, Friday

Last day to change (add, drop courses) study list *without fee*	January 15, Friday
Last day for filing graduate leaves of absence with Graduate Division, 1225 Murphy Hall	January 15, Friday
WITH APPROVAL OF ACADEMIC DEAN:	
Last day for GRADUATES to ADD Courses with $3 petition fee	January 22, Friday
Last day for GRADUATES to file LATE STUDY LIST with $50 fee	January 22, Friday
Last day for UNDERGRADUATES to ADD or DROP Courses with $3 petition fee	January 29, Friday
Last day for UNDERGRADUATES to file LATE STUDY LIST with $50 fee	January 29, Friday
Presidents' Holiday	February 15, Monday
WITH APPROVAL OF ACADEMIC DEAN:	
Last day for UNDERGRADUATES to change GRADING BASIS (optional P/NP) with $3 petition fee	February 12, Friday
Last day for GRADUATES to DROP COURSES with $3 petition fee	March 11, Friday
Last day for GRADUATES to change GRADING BASIS (optional S/U) with $3 petition fee	March 11, Friday
Instruction ends	March 12, Saturday
Final Examinations	March 14 – 18, Monday-Friday
Filing of applications for fellowships and graduate scholarships tenable at Los Angeles for 1987 – 88 must be postmarked by:	Consult Major Department
Unofficial copy of previous quarterly grades available at Registrar, 1111 Murphy Hall	May 2, Friday

Spring Quarter 1988

Distribution of registration materials by letter groups for Continuing students	February 1, Monday
First mailing date for Continuing student registration (fee payment)	February 1, Monday
First mailing date for Continuing Student enrollment in classes	February 11, Thursday
Last day to submit Student Parking Request for campus parking permit	February 17, Wednesday
Last mailing date for *all* students to enroll in classes	February 26, Friday
Last mailing date for *all* students to register (pay fees)	March 4, Friday
Spring Quarter begins	March 23, Monday
Registration in person, 8:30 am to 5 pm	March 28 – April 8 Monday-Friday
Instruction begins	March 28, Monday
Graduate Study List Card should be filed with major department by 4 pm; all approved cards due to Registrar, 1134 Murphy Hall, by 5:15 pm	March 30, Wednesday
Last day to file advancement to candidacy petitions for the master's degree with Graduate Division, 1225 Murphy Hall	April 8, Friday
Last day to file Study List Card *without fee*	April 8, Friday
Last day to change (add, drop courses) study list *without fee*	April 8, Friday
Last day for filing graduate leaves of absence with Graduate Division, 1225 Murphy Hall	April 8, Friday
WITH APPROVAL OF ACADEMIC DEAN:	
Last day for GRADUATES to ADD Courses with $3 petition fee	April 15, Friday
Last day for GRADUATES to file LATE STUDY LIST with $50 fee	April 15, Friday
Last day for UNDERGRADUATES to ADD or DROP courses with $3 petition fee	April 22, Friday
Last day for UNDERGRADUATES to file LATE STUDY LIST with $50 fee	April 22, Friday
Last day for UNDERGRADUATES to change GRADING BASIS (optional P/NP) with $3 petition fee	May 6, Friday
Memorial Day Holiday	May 30, Monday
WITH APPROVAL OF ACADEMIC DEAN:	
Last day for GRADUATES to DROP COURSES with $3 petition fee	June 3, Friday
Last day for GRADUATES to change GRADING BASIS (optional S/U) with $3 petition fee	June 3, Friday
Instruction ends	June 4, Saturday
Final examinations	June 6 – 10, Monday-Friday
Commencement	June 12, Sunday
Filing of applications for fellowships and graduate scholarships tenable at Los Angeles for 1987 – 88 must be postmarked by:	Consult Major Department
Unofficial copy of previous quarterly grades available at Registrar, 1111 Murphy Hall	August 1, Friday

ANSWERS TO FREQUENTLY ASKED QUESTIONS

Individual academic departments often have their own resources to provide some of the services and equipment listed here, so check with your department first. Likewise, because there are charges for some of the services, the departmental secretary will need to complete requisition forms and you will have to obtain departmental approval before your request is filled. For information about applicable charges (if any), call the individual offices listed below.

ROOMS

Who assigned this classroom to me?
Your Departmental Office
Regular Scheduling Office—x51441

How may I change classrooms?
Your Departmental Office
Regular Scheduling Office—x51441

Who repairs the window shades?
North Campus Maintenance—x58406
South Campus Maintenance—x59236

Who cleans the classrooms?
North Campus Maintenance—x58406
South Campus Maintenance—x59236

How do I have the temperature in the classroom changed?
North Campus Maintenance—x58406
South Campus Maintenance—x59236

How can I obtain a classroom with a T.V. monitor?
Your Departmental Office
Regular Scheduling Office—x51441

EQUIPMENT

Where can I obtain extra desks and tables?
Classroom Development Services—x66000

Where can I obtain more chalk?
Your Departmental Office
North Campus Maintenance—x58406
South Campus Maintenance—x59236

Who supplies audio-visual equipment?
Your Departmental Office
Audio Visual Services, 15 Powell Library—x66591

TEACHING SKILLS

Where can I obtain information about programs to develop teaching skills?
Department TA Coordinator
TA Training Program—x59269

How can I arrange for videotape/feedback for myself?
Department TA Coordinator
Audio Visual Services—x66591 (FOR TAs ONLY)
TA Training Program—x59269 (FOR TAs ONLY)

PRINT MEDIA

Where can I get drawings and charts prepared?
Medical Illustrations and Graphs, 62-011 CHS—x57836

Where can printed material be duplicated?
Graphic Services, 150 Kerckhoff Hall—x50611 x291

Where can materials be copied?
Academic Departments (for class use)
Graphic Services, 150 Kerckhoff Hall—x60894 (for personal use)
University Libraries (for personal use)

Where can I read microfiche and microfilm?
University Libraries

AUDIO MEDIA

Where can I purchase audio tapes?
Students' Store, Electronics Department—x60825

Where can my students listen to audio tapes?
Instructional Media Laboratory, 270 Powell Library—x61211
Biomedical Library, Circulation Desk—x54904

Where can I listen to records?
Music Library—x54881

STILL PHOTOGRAPHY

Where can I obtain photographic services?
Photographic Services, 62-073 CHS—x57725
Graphic Services, 150 Kerckhoff Hall—x60894

Where can I have film developed and photographic prints made?
Students' Store, Level B
Graphic Services, 150 Kerckhoff Hall—x60894
North Campus Store—x60720
Photographic Services, 62-073 CHS—x57725

Where can I have overhead transparencies made?
Photographic Services, 62-073 CHS—x57725

Where can I get slides made or duplicated?
Graphic Services, 150 Kerckhoff Hall—x60894

FILM & TELEVISION

Where can I have video tapes played back?
Instructional Media Laboratory, 270 Powell Library—x61211
Learning Resources, Biomedical Library 42-08 IK CHS—x53034
Instructional Media Library, 46 Powell Library—x50755 (by appointment)

Where can I purchase video tapes?
Videotique, 214 26th Street, Santa Monica—451-8051
Henry Radio, 2050 South Bundy Drive, West Los Angeles—820-1234 or 272-0861
Bel Air Cameras and Hi Fi, 1025 Westwood Blvd., Westwood.—208-5150

EVALUATIONS

Where can I contact the student organization for evaluating teaching?

Academic Affairs Commission, 311 Kerckhoff Hall—x52759

Where can I obtain feedback about my teaching from my peers?

Academic Departments

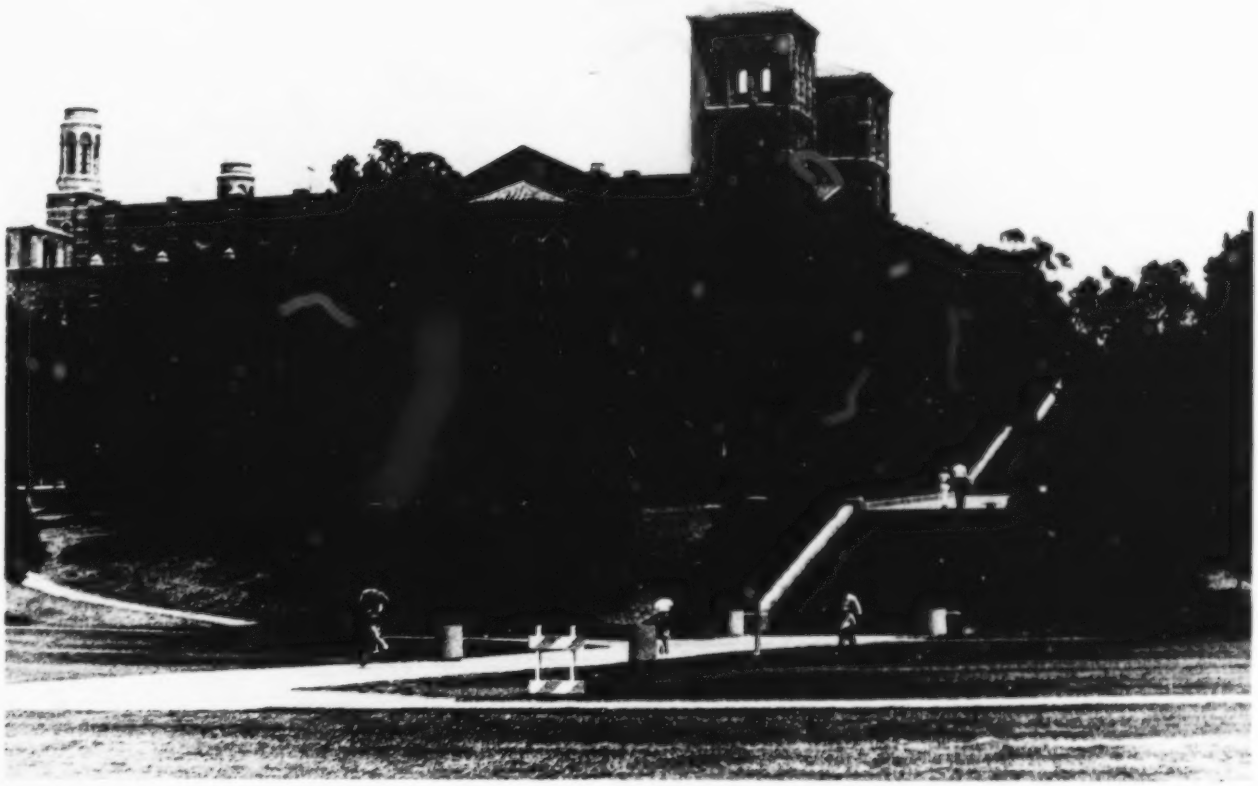
Where can I find out about course and instructor evaluations?

Academic Affairs Commission, 311 Kerckhoff Hall—x52759

Evaluation of Instruction Office, 80 Powell Library—x56939

How can I arrange for computer scoring of multiple choice exams?

Evaluation of Instruction Office, 80 Powell Library—x56939



THE TA AND UNIVERSITY POLICY

As a TA, you are one of a group of approximately 1,800 graduate students who are serving as teaching assistants at UCLA. As an internship for college teaching, the teaching assistantship affords a unique opportunity to become familiar not only with the college classroom, but with the workings of the University itself.

UCLA is a large, complex institution. Its bureaucratic intricacies are difficult to comprehend. It is not uncommon to discover that you don't even know the questions to ask in the first place, and even when you do, you may find that half a day's effort may net only confusing or even conflicting answers. A sense of frustration can come from not knowing how the TAship is supposed to work and from having no more than a vague sense of who is responsible for what.

The purpose of this section is to give basic information regarding how the teaching assistantship works; it describes University TA policy and practices, and the units in the University which share responsibilities for various aspects of the TAship. This information may answer many questions which you have and also help you to know whom to consult when you have other questions.

APPRENTICE PERSONNEL DEFINED

Graduate students who are appointed to teaching assistantships are in the category of employees referred to as academic apprentice personnel. They are registered students in full-time residence, employed for a maximum of twenty hours per week. The University regards teaching assistants primarily as students being professionally trained. The purpose of a teaching assistantship is to afford graduate students a preparatory training experience for future teaching and research-oriented careers, as well as to augment the University's resources for graduate student support. The employment of academic apprentice personnel is governed by policy which is outlined in *Policies and Procedures for Academic Apprentice Personnel*, the principal source for the following portion of this handbook. If you wish to refer directly to the manual for more specific information, your department has a copy which you may use.

Teaching Assistant Categories and Duties

There are three categories of graduate student teaching assistants: Assistant, Associate, and Fellow. Appointment and advancement are determined by academic status, performance, prior experience, scholarship, and promise as a teacher.

Teaching Assistant—This is the first step in the trio of teaching positions available to graduate students. Teaching assistants serve as course assistants for undergraduate courses and are supervised by regular faculty members. The duties of teaching assistants are varied and may include assisting the faculty member in the preparation of course materials; conducting discussion, quiz, laboratory or field sections scheduled by the faculty member; assisting in the evaluation and grading of students; holding office hours; and proctoring examinations.

Teaching Associate—This is a graduate student who has completed the requirements for a master's degree or at least 36 units of course work and has had at least one year of approved teaching experience; these are the minimal University requirements for the position of teaching associate. Teaching associates are responsible for the same types of duties as those performed by teaching assistants. Like teaching assistants, they are supervised by the regular faculty member in charge of the course to which they are assigned.

Teaching Fellow—A teaching fellow has been formally advanced to candidacy for a doctorate and has at least two full academic years of approved teaching experience. Teaching fellows are advanced course assistants and apprentice teachers who are expected to be able to provide the entire instruction of a lower division course, but they are permitted to do so only under the general supervision of the regular faculty member in charge of the course. Teaching fellows may also perform duties similar to those of teaching assistants and associates.

In general, teaching assistants and associates may be given responsibility for the conduct of recitation, laboratory, or quiz sections under the active tutelage and supervision of faculty members. Teaching assistants and associates are not to be given responsibility for the instructional content of a course, for the selection of student assignments, for planning examinations or for determining students' final term grades. Neither are they to be assigned responsibility for instructing the entire enrollment of a multi-sectional course nor for providing the entire instruction of a group of students enrolled in a course. Teaching fellows are not to be given full responsibility for any University course and are not to be assigned to the instruction of an upper division course.

Note: In this handbook all apprentice teaching personnel are referred to collectively as TAs, regardless of rank.

PERCENTAGE AND UTILIZATION OF TIME

Teaching assistants, associates, and fellows are customarily employed for twenty hours per week, which is the equivalent of 50 percent time (100 percent time would be the traditional 40-hour work week). Some departments hire TAs to work fewer than twenty hours per week; for example, ten hours per week, or 25 percent time. University regulations prohibit the employment of students in apprentice titles for more than twenty hours per week; exceptions are possible only through petition and are not routinely granted.

Graduate students may supplement their TAships as long as the total amount received from all University-administered sources does not exceed $12,000 for the academic year. Registration and nonresident tuition fees are not calculated in this maximum. A nonresident actually is eligible for $17,162, of which $5,162 represents the non-resident tuition and registration fees. For a California resident the amount is $13,346, of which $1,346 represents the Registration Fee.

Full-time (50% time) TAs need not devote more than twenty hours per week to their appointment-related duties; appointees working less than 50% time should expect to spend proportionately less time. The twenty hours per week of a typical TA appointment is intended to include time spent in preparation, teaching, office hours, reading, grading and attending lectures of the faculty member in charge of the course.

The teaching load should allow time for TAs to fulfill their own academic obligations as graduate students. Teaching assistants are required to take at least eight units per quarter, for the duration of their appointments. This minimum courseload establishes their full-time enrollment status for academic purposes. If a teaching assistant must take a leave of absence or withdraw from the University, his or her appointment is terminated. A TA's request for a leave of absence will not be processed until the department terminates the appointment.

For complete information regarding basic academic regulations for graduate students, see the General Catalog, available in the ASUCLA Students' Store, and Standards and Procedures for Graduate Study at UCLA, available in your department and the Student and Academic Affairs Section of the Graduate Division, 1225 Murphy Hall.

APPOINTMENT, REAPPOINTMENT, DURATION OF EMPLOYMENT

Appointments to the apprentice titles of Teaching Assistant, Associate, or Fellow are for one quarter, two quarters, or an entire academic year (three quarters, October 1 through June 30) and are self-terminating. The appointment period reflects the service period, which extends from September 22, 1987 (the opening day of Fall Quarter) to June 10, 1988 (the closing day of Spring Quarter). Graduate students are appointed to the apprentice category for which they qualify as of two weeks prior to the date on which employment begins.

Initial appointment to a teaching assistantship is based on academic excellence, promise as a teacher, and other criteria established by the hiring department. The initial appointment is made by an entire department or a responsible departmental committee. Reappointment is based on both academic progress and performance as a teaching assistant.

Each department is responsible for developing and distributing its own statement of apprentice duties and criteria for the assessment of students' qualifications for appointment, reappointment, and advancement to apprentice titles, in accordance with University policy. Copies of these must be provided by the employing department to each appointee; and to the Graduate Division.

University policy limits the duration of any apprentice (TA and RA) appointment to a maximum of four academic years. However, in order to allow a larger number of graduate students to hold the position, many departments have restricted their TA appointments to a shorter duration.

SALARY

The salaries which teaching assistants, associates and fellows receive are shown below:

	Monthly	Quarterly	Annually
Teaching Assistant	$1,118	$3,354	$10,062
Teaching Associate	1,246	3,738	11,214
Teaching Fellow	1,311	3,933	11,799

These figures are accurate as of July 1, 1987 and are based on 50% time (20 hours per week). Annual salaries are payable in nine monthly installments, three each quarter. The first is payable on November 1 and the final on July 1.

TAX STATUS

TA salaries are treated as wages and are taxable as such. The University is obligated by law to withhold taxes. If certain conditions are met, it may be possible for apprentice personnel to claim exemption from the tax withheld, under Internal Revenue Code Section 117. However, TAs should consult with their own tax counsel on this matter. Exemptions, if granted, take the form of refund claims.

Where teaching fulfills a Graduate Council-approved department requirement for a degree, the department chairperson is authorized to issue, upon a TA's request, a statement concerning the character and extent of the student's employment for use in supporting claims for tax exemption. This certification is then sent to the Graduate Division, Fellowship and Assistantship Section, for verification. Teaching assistants who request these certificates are warned that the IRS may not honor the claim.

BENEFITS

Nonresident Tuition Fellowships

A limited number of nonresident tuition fellowships are available each academic year. They are awarded to graduate students by departmental recommendation, and are limited by the amount of funds available to the department. Applicants must be enrolled in a full-time program of study and may not be recipients of awards from federal, state, or private foundations that provide tuition coverage. The nonresident tuition fellowships may not be awarded to students financially sponsored by foreign governments. **Note:** Continuing students whom the Office of the Registrar's Residence Clerk determines to be eligible for reclassification as residents and who choose not to be so reclassified are not eligible to receive nonresident tuition fellowships.

You will be notified by the Fellowship and Assistantship Section of the Graduate Division if you are recommended by your department for a nonresident tuition fellowship. Awards will be mailed to departments when registration forms are available, and departments distribute the fellowships to awardees. The fellowship should be used to pay the nonresident tuition fee.

Deferment of Registration Fees and Nonresident Tuition Fees

As a TA, you are eligible to receive a deferment of the registration and/or nonresident tuition (if applicable) fees for the quarter(s) in which you are employed. In order to receive a deferment, you must request one from your department at the time registration materials are distributed; your department is authorized to issue it to you. Enclose the deferment in substitution of personal payment of the fees. Your student I.D. number must be used on all fee deferments and authorizations.

Fee deferments can be paid in person or by mail. If you pay by mail, your payment should be addressed to the Main Cashier's Office and should indicate the quarter for which the fee was deferred and the deferment number. Fee deferments *must* be paid back by the deadline printed on the deferment. Do not wait to receive a bill before paying back a deferment. Fees paid after the deadline dates are subject to a $50 late fee.

Advance Loan Check

The first paycheck is issued on November 1. Since they may need funds prior to this date, TAs are eligible to receive upon request a check in advance, as a short-term interest-free loan in an amount based upon the current TA compensation level and the percentage of time of the student's appointment. The loan will be repaid through payroll deduction. The payroll deduction is made from the second and third paychecks for the quarter for which the loan is issued. If you wish to receive this loan, ask your department for a completed form authorizing the issue of an advance loan check. Take the form to the Graduate Division, Fellowship and Assistantship Section, 1228 Murphy Hall. The check is issued in Room 2333 Murphy Hall.

In Candidacy Fee Offset Grants

A normative time for completion of a degree has been established for each doctoral program based on the number of quarters considered to be a reasonable time for fulfillment of the program's requirements by a full-time student who matriculates with no deficiencies. Normative times are established by program faculty and approved by the Graduate Council. The fee offset grant is intended to provide incentive for timely advancement to candidacy and completion of doctoral requirements. Doctoral candidates may receive grants equal to the amount of the Educational Fee. Regulations governing this program are available in your major department and in the Student and Academic Affairs Section of the Graduate Division, 1225 Murphy Hall.

Additional Financial Assistance

You may be eligible for financial assistance in addition to your teaching assistantship. The Fellowship and Assistantship Section of the Graduate Division (1228 Murphy Hall) and the Financial Aid Office (A129 Murphy Hall) are two separate offices which cooperate to offer several kinds of assistance.

Financial aid awards are based on need which is computed according to a need analysis system approved by the Federal government. Three types of aid are available to graduate students: grants, low-interest deferred-payment loans, and work-study employment. The Financial Aid Application packet will be available in the Financial Aid Office beginning December 1987 and the completed application is due in early February 1988.

A separate application may be obtained from the Financial Aid Office for a Guaranteed Student Loan. This is a long-term loan made by banks, savings-and-loan institutions, and credit unions. Your application is first processed by the Financial Aid Office; you then must submit it to a lending institution.

International students who hold F-1 student visas or other temporary visas are not eligible to apply for financial aid for their first year of study at UCLA. The Financial Aid Office offers modest awards to continuing international students who demonstrate need. Maximum

awards usually consist of a combination of grant and work-study employment to cover fees. Single students who have half-time teaching assistantships for the academic year are generally ineligible for financial aid since their TAship incomes exceed the standard cost of attendance allowed for need-based aid applicants. However, all students are encouraged to apply for aid. Students who become financial aid recipients before receiving their teaching assistantships must report their TAships to the Financial Aid Office as soon as they are appointed.

A detailed description of all financial aid programs administered by the UCLA Financial Aid Office is provided in the *Financial Aid Handbook,* which is available at the Financial Aid Office, A129 Murphy Hall.

Financial aid counselors are available to answer questions on weekdays from 8:30 am to 5 pm at A107 Murphy Hall. For individual counseling, call 206-0432 to make an appointment.

If you wish to receive additional assistance, you should check with your department and the Financial Aid Office, to determine the type of aid for which you qualify.

Apart from need-based financial aid, the Graduate Division administers a variety of merit-based programs. These are described in *UCLA Graduate Student Supports,* which is mailed to all registered graduate students in the Fall.

Parking

Teaching assistants may request a staff parking permit through their department, or they may apply for a student permit by Submitting a Student Parking Request to the Campus Parking Service. In either case, the charge for a Fall Quarter parking permit is $66.00. Application forms for staff parking permits are available through your department. Requests for student parking permits are available at the Campus Parking Service, which is located in Parking Structure 8 (Gayley-Strathmore Structure), Level 2 (825-9871).

Vacation and Sick Leave

Teaching assistants, associates, and fellows are appointed on a nine-month basis and are not eligible to accrue vacation or sick leave credit. Although TAs, as graduate students, may take advantage of the Student Health Service privileges available to all students, their TAships do not entitle them to medical benefits of any kind.

Prize for Distinguished Teaching Assistants

The UCLA Faculty Prize for Distinguished Teaching Assistants is awarded annually to give recognition to exceptional performance in teaching and to efforts to improve one's capabilities as an instructor.

Between five and ten awards are made each year, depending upon the availability of funds. The award winners are chosen by the following procedure: Graduate department committees are requested in February or March to select from among their apprentice teaching personnel a candidate who has demonstrated excellence in teaching and related tasks. These nominations are then submitted to the Academic Senate Committee on Teaching by early April for review. Final selection is based on written recommendations and supporting documents, including a comprehensive description of the process through which the department nomination was made. Final recommendations are forwarded to the Chancellor, and the awards are announced at the beginning of May. The Office of Instructional Development hosts a dinner and awards ceremony at which certificates and checks are presented to the award winners. In addition, winners of the Distinguished TA Prize may be eligible for the Chancellor's Dissertation Fellowship. For information regarding their eligibility for this fellowship, award winners should consult the Fellowship and Assistantship Section of the Graduate Division in 1228 Murphy Hall. Persons seeking information about the Distinguished TA Prize itself should consult their major department.

CONDUCT, DISCIPLINE AND GRIEVANCES

Apprentice personnel are bound by the ethical precepts of the academic profession and are subject to University policy which establishes their institutional obligations. Violations of these constitute the basis for disciplinary action, subject to the procedural safeguards outlined in the *Policies and Procedures for Academic Apprentice Personnel.*

Complaints Against Teaching Assistants

A person who alleges that an apprentice appointee has violated University policy or professional ethics normally addresses the complaint to the department chairperson who has jurisdiction over the individual's appointment. The chairperson is empowered to lodge a formal complaint against the individual with the dean of the school or college under whose jurisdiction the department falls. The formal complaint consists of a written statement of the facts which allegedly constitute a violation of University policy or professional ethics. A copy of the statement is sent to the individual against whom the complaint has been lodged.

If the dean concludes that there is a clear probability that the individual's continued assignment to his or her regular duties would endanger the University or substantially impair the integrity of the academic program, the dean may place the individual on full or partial interim suspension with pay, pending resolution of the case. Upon investigating the facts of the case, the dean may impose appropriate disciplinary sanctions including written censure, suspension, or dismissal, subject to the procedures for termination.

The dean informs the Chancellor, the Dean of the Graduate Division, the department chairperson who has jurisdiction over the individual's appointment, and the individual of the decision and of any sanctions to be imposed. When the sanction to be imposed involves dismissal, the dean must give notice in accordance with the policy on termination.

In any case resulting in the imposition of a sanction, the individual has the right to appeal under the Campus Appeal Procedure.

Sexual Harassment

On August 11, 1981 President Saxon issued the following statement:

The University of California is committed to creating and maintaining a community in which students, faculty, administrative and academic staff can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual. Specifically, every member of the University community should be aware that the University is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by University policy. It is the intention of the University to take whatever action may be needed to prevent, correct, and if necessary, discipline behavior which violates this policy.

Subsequently, Vice President Kleingartner issued interim procedures which include the following definition of the kinds of behavior that constitute sexual harassment:

> Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
>
> 1. submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment or participation in other University activity; or
> 2. submission to or rejection of such conduct by an individual is used as basis for evaluating an individual; or
> 3. such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive University environment.

In determining whether the alleged conduct constitutes sexual harassment, consideration should be given to the record as a whole and to the totality of the circumstances, including the nature of the sexual advances and the context in which the alleged incidents occurred.

Final procedures for implementing University policy are still under consideration by a systemwide task force. However, TAs (as well as other campus personnel) are bound by the following interim procedures which are currently in effect and are subject to disciplinary action if they violate these guidelines.

Experience has demonstrated that many complaints of sexual harassment can be effectively resolved through informal intervention. Individuals who experience what they consider to be sexual harassment are advised to confront the alleged offender immediately and firmly. An individual who chooses not to confront the alleged offender and who wishes help, advice, or counseling may contact the appropriate department chair, the offender's supervisor, the Academic Senate, or the staff of the Ombudsman's Office, 274 Kinsey Hall, Extension 57627. The Ombudsman's Office has information about other campus agencies that might provide assistance and can inform the complainant on ways to initiate formal grievance procedures.

When final systemwide procedures are issued, this interim campus statement will be revised.

Termination

An apprentice appointee may be terminated prior to the exhaustion of his or her apointment only for good cause. The *Policies and Procedures for Academic Apprentice Personnel* defines "good cause" as "incompetence or incapacitation of the individual, misconduct resulting in disciplinary action, or budgetary or programming considerations." A TA may be terminated during the term of his or her appointment for academic reasons also—for example, if the TA is placed on academic probation or otherwise fails to maintain satisfactory academic progress. In all such cases, authority to terminate rests with the dean of the school or college under whose jurisdiction the employing department falls.

In case of termination, the individual is advised by written notice of the basis for and specifics of the action taken and of the right to appeal under the Campus Appeal Procedure (see below). Termination prior to the expiration of an appointment may take place only after the appointee has received the written notice and has been given the opportunity to respond to it.

Campus Appeals Procedure

When TAs have complaints about a matter which adversely affect the terms or conditions of their appointments, they may use the Campus Appeal Procedure in seeking to resolve the difficulty. This procedure provides for consideration of complaints other than requests for policy change and complaints pertaining to title and salary increase action.

The Campus Appeal Procedure permits the resolution of a problem in three stages: informal consultation, formal investigation, and hearing.

Informal Consultation: The teaching assistant should discuss the matter with the faculty member concerned, and together they should make an effort to resolve the problem. In attempting to do this, each is expected to consult with other persons, including the department chairperson.

Formal Investigation: If the appointee's grievance is not resolved through the informal discussions, the teaching assistant has the right to seek investigation by formal means. The TA shall submit his complaint in writing to the Chancellor on a form supplied by that office no later than thirty calendar days after the date on which the appointee acquired knowledge of the outcome of the informal consultation. The Chancellor immediately forwards the written complaint to the appropriate department chairperson or other administrator. After appropriate review, this person submits a written decision to the Chancellor, who then forwards a copy to the TA.

Hearing: Should the appointees wish to appeal further, they have the right to request a hearing before a hearing officer appointed by the Chancellor. After holding a hearing, the hearing officer submits the hearing's findings and recommends a decision to the Chancellor, with a copy to the appointee. The Chancellor then renders the final decision on the appeal and communicates that decision in writing to the appointee.

Decisions on appeals are to be made in accordance with University policies and campus regulations and procedures. The Chancellor may designate a Vice Chancellor to exercise his or her authority and to act in the Chancellor's name in matters to which a Vice Chancellor is not a party.

Advice about the Campus Appeal Procedure can be obtained from the Office of the Campus Counsel or the Hearing Coordinator in 2241 Murphy Hall.

Other Means of Resolving Complaints

The following channels are open to TAs who do not wish to use the Campus Appeal Procedure:

College and School Deans: A TA who wishes to make a complaint about the department chairperson, or about the department as a whole, may take the matter to the appropriate Dean in the College of Letters and Science (1312 Murphy Hall) or to the appropriate Dean of the school or college concerned.

The Campus Ombudsman: The Ombudsman is responsible for listening to grievances from any member of the campus community, i.e., students, faculty, administrators, and staff; for investigating those grievances where resolution has not been to the satisfaction of the individual concerned or where there are no established guidelines for resolution; and for mediating, wherever possible, those grievances, including sexual harassment, where the Ombudsman's assistance has been requested by the individual involved. The office is independent in operation, and all matters are handled confidentially. The Ombudsman is empowered to recommend changes to the University Policies Commission and/or to the Chancellor regarding University policies and practices. However, no action will be taken without approval of the individual(s) concerned. The Ombudsman's office is located in 274 Kinsey Hall (825-7627).

GRADUATE STUDENTS ASSOCIATION

The Graduate Students Association (GSA) represents the needs and interests of graduate and professional students. All graduate students are automatically members of GSA through a quarterly fee of $5.00 paid in the registration process. Each department is a member of one of ten Councils which comprise the legislative arm of GSA.

GSA appoints representatives to campus, administrative, and academic committees. GSA also provides funding for programs, publications, and Melnitz Movies. Elected officers may be reached at, and information may be obtained from the central office at 301 Kerckhoff Hall, telephone (20)6-8512.

THE TA AND THE GRADUATE DIVISION

THE GRADUATE COUNCIL AND THE GRADUATE DIVISION

Together the Graduate Council and the Graduate Division establish standards for graduate education on a campuswide basis, provide information to departments and schools, coordinate departmental standards and procedures, and maintain a liaison with the University-wide Coordinating Committee on Graduate Affairs. They provide graduate student support; process departmental recommendations; approve admissions, examinations for advanced degress, and interdepartmental committees; review graduate student petitions; and advise the Chancellor on matters concerning graduate affairs, all in the interest of protecting the quality of graduate degree programs and promoting graduate study on this campus.

The Graduate Council

The Graduate Council is a standing committee of the faculty Academic Senate. The scope of its duties and responsibilities encompasses all aspects of graduate education. It makes policy for graduate education at UCLA, authorizes and supervises all graduate courses of instruction, and periodically reviews all graduate programs. The teaching assistantship is one of the concerns of the Council.

The Fellowship and Assistantship Committee of the Graduate Council has full power to act for the Graduate Council on fellowship matters and has the responsibility for recommending policy to the Dean of the Graduate Division/Vice Chancellor for Graduate Programs where teaching and research assistants are involved.

The Graduate Division

The Graduate Division is headed by a Dean who also serves as Vice Chancellor for Graduate Programs. The Dean is appointed by the Chancellor with the approval of the Regents. The Dean of the Graduate Division is assisted by Associate and Assistant Deans.

Fellowship and Assistantship Section—The Fellowship and Assistantship Section of the Graduate Division is the unit responsible for coordinating all graduate student merit-based support activities on the UCLA campus. This Section counsels graduate students on the availability of support on the campus as well as from outside funding sources, processes all graduate student employment and fellowship appointments, and handles related problems for graduate students.

For the listing of available sources of support for graduate students, see the annual publication of the Fellowship and Assistantship Section, *Graduate Student Support Resources,* which is available in your department.

Graduate Affirmative Affairs Office—The Graduate Affirmative Affairs Office (GAAO) is responsible for the outreach/recruitment, retention, advising and financial support of graduate students from groups that have been traditionally underrepresented in graduate study. These include Afro Americans/Blacks, American Indians, Mexican/Chicanos and Filipinos in all disciplines. The Office also assists Asian Americans in the Social Sciences and Humanities and women in the Physical Sciences and Engineering.

The Graduate Affirmative Affairs Office sponsors outreach/recruitment activities such as the Graduate Information Day, the Undergraduate Summer Research Program and workshops for students in various fields. The Graduate Affirmative Affairs Office administers various fellowship programs including the Graduate Opportunity Fellowship, Dorothy Danforth Compton Fellowship and the Graduate and Professional Opportunity Programs. The Office also coordinates the need based Graduate Advancement Program. Through this program TAs may receive supplementary aid if there is a demonstrated need. GAAO is located in 1242 Murphy Hall, 825-2780.

THE TA AND THE DEPARTMENT

Your department is responsible for all of your work as a TA, from making your assignment to supervising and evaluating your classroom performance.

Departments are also responsible for periodic reviews and evaluations of their TAs and for making the results of such evaluations available to the TAs. Departments handle the evaluation of TAs in a variety of ways. The faculty member who is responsible for the instruction of the course in which a TA is assigned is expected to visit the TA's sections periodically. In addition, most departments utilize student evaluation as a means of assessing TA performance.

When you have a question relating to your TAship, your department is the primary source to consult. Department secretaries and administrative assistants are often good sources of information on administrative matters. The faculty member in charge of the course to which you are assigned will also be able to answer many of your questions. The department chairperson has the ultimate responsibility for TAs in the department, although in large departments this responsibility may be delegated to a vice chairperson or to a graduate adviser.

Departments generally provide TAs with office space, laboratory space and other facilities necessary for effective teaching. These usually include a desk, shelf space, mailbox, and access to a typewriter, duplicating equipment, and telephone.

THE DEPARTMENT CHAIRPERSON

Appointed by the Chancellor after consultation with the tenured members of the department and the appropriate Dean, the chairperson of a department of instruction and research occupies an important position in the University. As leader of the department, the chairperson is responsible for guiding the programs of the department in teaching, research, and other functions; for the recruitment, selection, and evaluation of both academic and staff personnel; and for receiving questions, complaints, and suggestions from faculty, staff, and students and taking appropriate action on them as required.

In the role of administrator of the department, the chairperson's duties include making teaching assignments and other assignments of duty to members of the department, preparing the schedule of departmental course offerings, making arrangements for the counseling of students, and arranging for the training and supervision of teaching assistants.

In carrying out these responsibilities, the chairperson is expected to seek the advice of department faculty colleagues and to conduct departmental affairs in an orderly fashion through department meetings and the appointment of appropriate committees. The chairperson is also expected to seek student advice on matters of concern to students enrolled in the department's programs. In large departments, the chairperson may be assisted by a vice chairperson or other colleague and, in some cases, by an executive committee.

For a complete list of the department chairperson's duties, consult the *Handbook For Faculty Members of the University of California.*

THE TA CONSULTANT

Departments that participate in the Teaching Assistant Training Program (see page 14 of this handbook) are awarded funds to hire an experienced TA as a Teaching Assistant Consultant (formerly known as a "Master TA"). Duties of the position may range from instruction in teaching methodology to peer observation in the classroom and videotaping. TA consultants are selected by the individual departments and, while providing a link with the campuswide program, function primarily for the benefit of TAs within the department. They are not permitted to participate in personnel decisions.

THE GRADUATE ADVISER: LINK BETWEEN THE DEPARTMENT AND THE GRADUATE DIVISION

Each department has a graduate adviser who plays a key role in the academic lives of graduate students and in the functions of the Graduate Division. The graduate adviser is the official deputy of the Dean of the Graduate Division in matters affecting graduate students in his or her department, school, or interdepartmental degree committee. The relationship between the Graduate Division and the adviser is a close and cooperative one. A major objective of each is to guide students through the various steps necessary for the attainment of their certificates or higher degrees.

The graduate adviser is nominated by the department chairperson and appointed by the Dean of the Graduate Division. From time to time, TAs, both as teaching assistants and as graduate students, need to consult with the graduate adviser. For a detailed description of the scope of the graduate adviser's work, see *The Graduate Adviser's Manual.* A copy is available in your department and in the Graduate Division. These are not available for distribution except to graduate advisers.

THE TA AND THE OFFICE OF INSTRUCTIONAL DEVELOPMENT

The Office of Instructional Development provides several services which may prove valuable to teaching assistants, including the Teaching Assistant Training Program, the Evaluation of Instruction Program, various media facilities and student referral services. Because of equipment and production costs, charges are made for use of certain facilities and services. Requests for media resources must come from the professor in charge of a course.

TEACHING ASSISTANT TRAINING PROGRAM

80 Powell Library; 825-9269

The TA Training Program supports several activities in which teaching assistants can participate directly to improve their skills. Among them are:

Campuswide TA Conference—Every September on the Wednesday before classes begin, UCLA holds a conference for TAs. (The date may be changed in years when there is a conflict with Jewish holy days.) The conference is open to all TAs, both new and experienced, and is designed to address topics of major concern. A special effort is made to provide useful workshops and materials for new TAs who are beginning at UCLA. Representatives of campus service programs and TA consultants supply more specific information and workshops for TAs with prior teaching experience. For many TAs the conference provides their only opportunity to meet and work with TAs from other departments.

Each spring the conference organizers select TAs from across the campus to help design and lead the September conference. Stipends are awarded for their participation. Additional information may be obtained from the TA Training Program.

Departmental Programs and TA Consultants—The Coordinator for TA Training also works closely with departments which employ TAs. The program currently funds TA consultants in 28 departments. Each department with an established TA training program receives a yearly allocation to hire a TA consultant. A TA consultant is an advanced graduate student who has been an effective teacher and subsequently is selected by the department to help other TAs improve their teaching skills. The TA consultant is considered a peer observer and is not permitted to participate in personnel decisions.

The formats of departmental TA programs vary widely. In some cases the TA consultant's activities constitute the bulk of the department's program, while other departments have extensive additional programs of their own. The TA Training Program provides some services for TA consultants, including development of skills in peer evaluation and in analyzing videotapes, references to additional campus resources, assistance in reviewing TA

mini-grants, and information on content of training courses.

Departments which seek to implement new programs for improving the skills of their TAs can obtain assistance from the TA Training Coordinator. Information about other programs on campus and in California is available. Proposals for Teaching Assistant Training programs for the following year are submitted to the TA Training Program in April. The Student/Faculty Advisory Committee on TA Training Policy reviews the proposals and makes recommendations for improving the programs. The Committee also assists in the annual review of all departmental training programs.

All departments are encouraged to provide some orientation for their TAs to supplement the campuswide conference in the fall. Assistance in organizing the department's orientation and coordinating it with the campuswide conference is available.

TA Mini-Grants for Instructional Improvement— Mini-grant funds for instructional enrichment are now available to teaching assistants through the Office of Instructional Development and the campus TA Training Program. An application form appears on page 50. Mini-grants are intended to cover the costs of improving and enriching existing undergraduate courses. They provide funds for those items or activities which are not the normal responsibility of departmental budgets and which are over and above the normal duties of teaching assistants. Any small-scale project offering instructional enrichment will be considered (see page 49 for appropriate uses). Mini-grant funds may not be used to supplement salaries.

Ordinarily mini-grant funds will not be granted to both faculty members and teaching assistants for the same course; therefore, it is essential for the teaching assistant to coordinate requests with the faculty member in charge of the course. A brief consultation appointment with the Teaching Assistant Training Program Coordinator is suggested before submission of a mini-grant proposal. Appointments may be scheduled by calling the TA Training Program office at 825-9269. For further information about the mini-grant program, call the Office of Instructional Development at 825-9149.

Teaching Assistant Newsletter—The TA Training Program publishes a quarterly newsletter which is distributed to all TAs through their departments. Each issue focuses on a major topic of concern and contains articles, information and experiences directed toward providing a resource paper on that theme. Contributions are actively solicited from all sectors of the campus. If you would like a copy of any of the newsletters or if you wish to submit articles or ideas for future issues, contact the TA Training Program.

Videotaping Services—The TA Training Program provides free videotaping and feedback services to individual TAs, as well as to departmental programs. The services include videotaping a class, playback, and evaluation/feedback as requested.

Training sessions for TA consultants on the use of equipment and the constructive evaluation of videotapes are conducted in the Fall Quarter. TAs who wish to tape one of their class sessions are encouraged to make arrangements through their TA consultants. At least one week's notice is normally required for scheduling. The recorded tape is left in the possession of the TA for two weeks. Several playback facilities on campus (Instructional Media Laboratory in 270 Power Library, Biomedical Library in 42-081 CHS, 9th Stack level [in large reading room], School of Education—Media Services Office in 326 Moore Hall) allow the TA to review the tape either privately with a self-evaluation form or together with a TA consultant. No other use or showing of the tape may be made without the TA's written permission.

TAs who have used this service generally agree that it is difficult at first to surmount the anxiety of being recorded, but that the opportunity to observe themselves within the dynamics of the classroom is one of the most helpful experiences they have had. TAs are encouraged to use videotape for the improvement of teaching skills and may obtain further information on its use from the TA Training Program.

COUNSELING ASSISTANT PROGRAM

A 316 Murphy Hall; 206-6681

The counseling assistant staff of the College of Letters and Science provides special support for entering students. The counseling assistants (CAs), who are graduate students from many different academic disciplines, are trained to counsel, advise, and make informed referrals; they work closely with full-time academic counselors of the College to provide a wide range of academic support to undergraduates. By meeting regularly with the CAs, students who participate in the program enhance their chances of academic success.

CAs are selected from the graduate students of participating academic departments and work both in the College Counseling Service and their home departments. Duties within departments vary, but are generally supplementary to the academic advisers' role. TAs may wish to consult with CAs to determine the availability of additional services within departments and to make referrals to them when students could benefit from regular counseling.

ESL FOR TAs

3310 Rolfe Hall; 825-4378

Teaching Assistants who are not native speakers of English are required to satisfy the university-wide English as a second language requirement prior to becoming a TA. Once the prerequisites are met, non-native TAs may benefit from enrolling in special courses offered through the English as a Second Language Service Courses. Each course focuses on different objectives. Placement into the appropriate course is made based on TA needs and on an oral placement test that is given during the first class meeting at the beginning of each quarter. Prospective TAs are encouraged to enroll in these courses as soon as possible in order to be able to derive the most benefit from them.

The three courses are:

English 32	Oral Communication for ESL Students
English 34	Advanced Oral Communication for ESL Students
English 103J	Phonetics for ESL Students

(For more information about these courses, see page 31.)

EVALUATION OF INSTRUCTION PROGRAM

80 Powell Library; 825-6939

The Evaluation of Instruction Program (EIP) is designed to (1) help departments conduct evaluations of instructors, courses and curricula, and (2) help instructors evaluate and improve their own teaching. EIP provides forms, analyses and reports for end-of-course evaluation of courses and instructors. Standard, TA, and "open" forms, which departments can tailor to their specific needs, are available. The Evaluation of Instruction Program distributes more than 260,000 forms annually to over 50 departments. EIP also advises and assists departments and instructors on other forms of evaluation such as senior and alumni surveys, group interviews, etc. EIP is available to departments and individual faculty for consultation on teaching problems.

A test scoring system which provides test scoring and analysis of multichoice tests is available for limited use. Please call the Evaluation of Instruction Program Office, x56939, for information about this service.

FIELD STUDIES DEVELOPMENT

70 Powell Library; 825-7867

This division provides support to students, faculty, and academic departments who are interested in developing learning experiences outside the classroom. These experiences may come in the form of internships, field studies or research, community service-learning, practicum, cooperative education programs, and so on (See pages 20-21 for a list of programs and services offered.)

INSTRUCTIONAL MEDIA SERVICES

10962 Le Conte Ave. Saken Bldg.; 825-7771

This division's Media Production unit includes all personnel and equipment necessary to design and produce audio tapes and cassettes, slide/tape presentations, and assorted program materials.

Classroom Audio Visual Services (206-6591) 15 Powell Library provides media equipment and trained operators for film and slide projection, P.A. systems and classroom audio recordings, closed circuit television playbacks and simple video records (U-Matic cassettes).

Ordering Instructional Media:

Please order 7-10 days in advance.

1. If you require a videotape playback in the classroom, A.V.S. will supply the equipment and the operator.
2. Other media equipment such as a 16mm film projector, a microphone, or cords are only available for classroom use (allowance is made for the setting up and breaking down time).
3. Have your department Administrative Assistant place the order. When placing an order, include the following information in your request:
    - Course Number
    - Room Location
    - Class time
4. Equipment may be obtained in several ways:
    - Picked up from A.V.S. by you
    - Delivered to the classroom by A.V.S. personnel
    - Delivered and set up by A.V.S. personnel
    - Delivered, set up, and operated by A.V.S. personnel
5. Equipment will come with basic accessories in kit:
    — 16mm Projector Kit includes:
    - Reel box with 800' & 1600' reels
    - Spare lamp and cheesecloth for changing lamp

    — Slide Projector Kit includes:
    - Carousel tray that holds 80 slides
    - Remote control with 8' cord
    - Zoom lens 4"-6"
    - Spare lamp and cheesecloth

    — Overhead Projector Kit includes:
    - Acetate (clear plastic) roll
    - Pen
6. When placing your order, check which equipment is included in the specified kit and which equipment must be ordered separately.

7. To receive instruction on operating the Instructional Media equipment, please call x61849 for an appointment.

Audio-Visual Maintenance provides maintenance for all types of campus media equipment and is responsible for the design, fabrication, and installation of classroom media systems.

INSTRUCTIONAL MEDIA LIBRARY

46 Powell Library; 825–0755

The Instructional Media Library is UCLA's central resource for the collection and maintenance of educational and instructional media. The library provides free loans of its materials to regularly scheduled UCLA classes, and rentals to campus organizations. Reference books and catalogs from educational and feature film distributors are available. The library staff will assist in researching films and videos on any subject, and can arrange rentals from outside sources. The library is authorized to monitor compliance with Federal law and University guidelines regarding the use of copyrighted video programs. To order materials or to reserve preview facilities call x50755.

INSTRUCTIONAL MEDIA LABORATORY

270 Powell Library; 206-1211

The Instructional Media Laboratory provides students and faculty access to course-related video tape and interactive programs, and to the latest developments in instructional technology, enabling faculty to incorporate media into the curriculum without using limited classroom hours. It offers students an opportunity to learn at their own pace, and the flexibility of studying at times convenient to their individual schedules.

Instructors teaching regular scheduled UCLA classes may assign students to independent study of materials from the collection, or they may place specially prepared lessons such as lectures and demonstrations on reserve for students in their classes. Materials in the collection are generally restricted to on-site use, but faculty can make special arrangements for classroom presentations through the Instructional Media Library. A number of different size facilities for group viewing are available. To reserve an appropriate size room call x61211.

LANGUAGE LABORATORY

190 Powell Library; 206–8855

Students enrolled in ESL and foreign language classes are assigned by faculty to practice pronunciation and comprehension skills in the laboratory. Audio tape programs which accompany specific texts used in classes, and listening, recording and monitoring equipment are available for students who wish to supplement and enrich their learning of a language. Tapes must be used in the laboratory, but no restrictions are placed on the number of uses or length of time students spend in the laboratory practicing language skills. Assistance in learning to use the full capabilities of the lab equipment, and in recording original material for use in the lab is available throughout the year.

PHOTOGRAPHIC SERVICES

62–073 Center for Health Sciences; 825–7725

Both standard and specialized scientific photographic services are available to serve instructional and research needs. Services include:

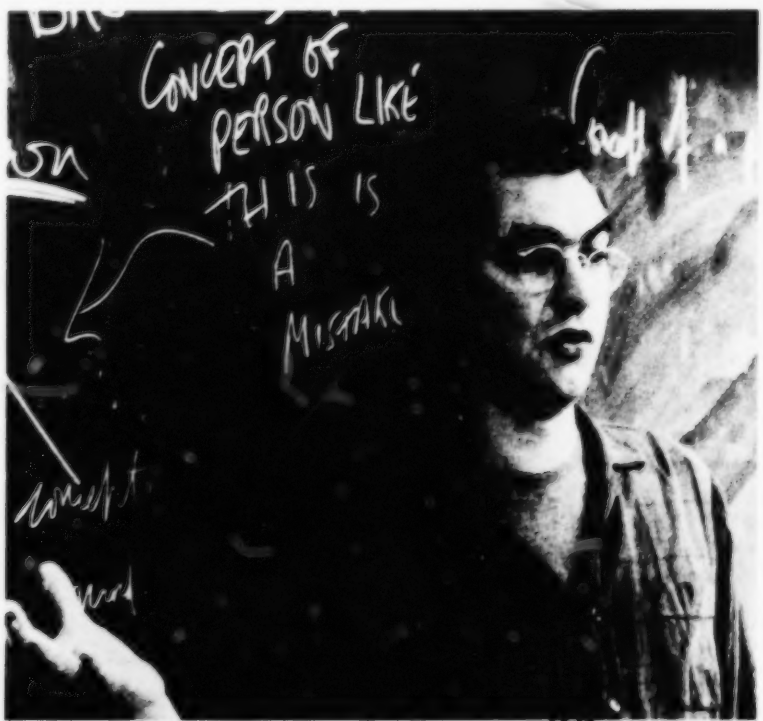
- Photographic consultation on technical procedures.
- Photomicrography, macro-photography, and scientific photography.
- Computer enhancement of radiographs, photomicrographs, etc.
- Black and white, diazo and color slide reproductions from camera ready originals or book copy.
- Ektachrome slide processing on a one day delivery basis.
- Stat copies on a one-day delivery basis.
- Preoperative, operative, postoperative surgical photography.
- Patient documentation.
- Portraits, passports, and tabletop illustrations.
- Public relations assignments, location shootings and research and laboratory services.
- Slide duplication.
- High quality black and white and color print production.

All services are offered on a recharge basis only through University P-39 forms or Sundry Debtor billing. Services are available to the general campus population.

MEDICAL ILLUSTRATION AND GRAPHICS

62–011 Center for Health Sciences; 825–7836

This unit prepares a variety of art work including high-quality medical, surgical and other scientific illustrations. Computer generated charts and graphs which can be transferred automatically to 35mm slide or negative format are also provided as are exhibits and poster displays. All services are offered on a recharge basis only through University P-39 forms or Sundry Debtor billing. Services are available to the general campus population.



THE TA AND INSTRUCTIONAL RESPONSIBILITIES

The particular duties assigned to teaching assistants vary from department to department. There are, however, three general patterns of responsibilities which characterize the different instructional roles assigned to TAs in the University.

THREE MAJOR ROLES

1. Responsibility for conducting one section of a course under faculty supervision

The TA meets several times each week with a class of approximately twenty-five to thirty students. The TA presents the course material, evaluates students' work, and holds office hours. The TA is responsible to the faculty member who is offering the course and who is responsible for the assignments of students' final grades. This pattern occurs most frequently in lower division language courses, including English.

2. Responsibility for conducting discussion sections of a large lecture course

The TA meets with two or more of these small sections each week for one or two hours. The sections normally supplement lectures conducted by the professor offering the course. In addition, the TA normally assists with the evaluation of student papers and other projects and may also assist with the preparation, proctoring, and grading of examinations. The TA may be required to hold office hours and serve as an assistant to the professor.

3. Responsibility for assisting in laboratory sections of lecture courses

The particular manner in which TAs assist with and/or conduct the lab will depend upon the department, the discipline, and the course. Generally, the duties include laboratory preparation, teaching laboratory techniques and equipment utilization, and assisting students with laboratory assignments and reports. These TAs may be required to hold office hours and sometimes work in staff assistance centers open to all students in a course.

Although there are variations in the duties of TAs from department to department and discipline to discipline, their role campuswide represents substantial participation in the instruction of undergraduates at UCLA, particularly in lower division courses. Both students and faculty members should be aware of the importance of the role of TAs in undergraduate education at UCLA.

THE TA AS INFORMAL ADVISER AND COUNSELOR

TAs are often asked by their students for various kinds of assistance. Because the student may feel more at ease with the TA than with the professor, the TA can play an essential role in undergraduate education by occasionally acting as an informal adviser or counselor. The range of help students may seek includes advice about courses, questions on course material, assistance in coping with University regulations and advice on personal problems. Sometimes all that is needed is a sympathetic ear. On other occasions the TA is called upon to make problem solving suggestions or to provide guidance in locating sources of further assistance.

Some hints for conducting office hours and some means of encouraging students to take advantage of them are included in the chapter of this handbook entitled "The TA and Teaching."

TAs may wish to refer students to one or more of the following offices or services on campus.

Administrative Referral Services

Transferring Credit—Undergraduate Admissions and Relations with Schools
1147 Murphy Hall
Monday through Friday 8am to 5pm
206-8341

Besides being responsible for determining admission eligibility for entering students, the Undergraduate Admissions Office evaluates transcripts for transfer credit from other institutions and assigns appropriate course credit for continuing and returning students. Any continuing student who has taken courses at other colleges or universities should be aware that courses will not automatically be transferred to UCLA.

Having credit added to a student's UCLA records is a two-step process:

1. Official transcripts must be mailed directly from the school the student attended to the Undergraduate Admissions Office.
2. Approximately two weeks after the transcript has been requested, the student must come into the Undergraduate Admissions Office and complete a Transfer Credit Evaluation request card.

A copy of the credit evaluation will be mailed to the student three to four weeks after the transcript has been received. If, after eight weeks, a transcript has not been received, the student will be notified by postcard. Reentering students should not complete the request card. An evaluation of the transfer work will be automatically prepared.

Withdrawing from School—See college or school counselor.

Students faced with difficulties of any kind which seriously interfere with their studies may consider withdrawing from the University. Students withdrawing from the University within the course of a quarter must file an acceptable *Notice of Withdrawal* with their college or school. If this is not done, the student will be faced with non-passing grades in all courses and will jeopardize eligibility for readmission to the University of California or for transfer to another institution. (For details of this procedure see pages 22-23.)

Changing of Credit Detail—See College or school counselor.

An undergraduate student may change from a P/NP to a letter grade or vice versa up to the fourth week of school, though there is a $3.00 fee after the second week.

Adding Classes—Undergraduate students may add classes in the first two weeks of the quarter at the computer in Ackerman Union, without paying a fee. Undergraduate students adding classes in the third or fourth weeks of the quarter must obtain a petition from

their respective colleges and their instructor's signature on the petition or a Permission to Enroll slip. They must also pay a $3.00 fee.

Dropping Classes—Undergraduate students may drop classes in the first two weeks of the quarter at the computer in Ackerman Union, without paying a fee. Undergraduate students may drop a class up to the fourth week of the quarter but they must complete a petition from their college and pay a $3.00 fee after the first two weeks.

If an undergraduate student adds a class after the second week or drops a class after the fourth week, approval of his college is required as well as a $3.00 fee.

Paying for an education—Financial Aid
A-129 Murphy Hall
Monday through Friday
8:30 a.m.-5:00 p.m.
By appointment 9:00 a.m.-5:00 p.m.
(213) 206-0400

The Financial Aid Office administers undergraduate scholarships and all graduate and undergraduate financial-aid that is based on financial need. This office awards Scholarships, Grants, Work-Study, and Loans.

Academic Referral Services

Advising and Counseling on Campus

The College or School staff answers general questions at the "Information" window and gives information about various petitions, filing procedures, and deadlines.

The College or School counselors help students explore choices of a major and can show how college/school or university academic regulations apply to an individual situation.

Departmental counselors provide information about the courses within their departments, as well as departmental and major requirements. They may also be of help in finding research, study, and job opportunities.

Faculty Advisers can advise on questions pertaining to the major and courses applicable to the major, graduate schools, and/or further study and research projects.

Academic Student Counselors (ASK) can advise from a student's point of view about academic procedures and University requirements, as well as provide referrals to various student services on campus.

Practical Academic Assistance

Composition Tutoring Lab
339 Kinsey Hall
206-1491

Sponsored by UCLA Writing Programs and supervised by ARC, the Composition Tutoring Lab helps students individually with their writing problems. Designed primarily to support the basic composition courses, English A and 3, the Lab can also assist students with writing assignments for other courses. Non-native speakers of English find the Lab a particularly valuable resource.

The undergraduate peer tutors can help students understand and profit from the corrections you make on their papers and essay exams. The tutors can also guide students in generating and organizing material and revising rough drafts. This process could lighten your task as a reader. For more information, contact Dr. Judith Collas, Composition Tutoring Lab Supervisor, 206-1491.

ESL Tutoring Lab
339 Kinsey Hall
206-1491

Through individual and group tutorials, the ESL Tutoring Lab provides non-native speakers with help in improving grammar, composition skills, pronunciation, and listening comprehension. For more information, contact Ed Frankel, 206-1491.

Academic Resources Center

Math/Sciences Tutorials
3973 Math Sciences
206-6965

Staffed by upper division undergraduate and graduate students, the Math/Sciences Tutorials provide group appointment tutorials for students wishing to improve their performance in selected lower division mathematics, chemistry, physics and biology courses. Students requesting a tutor must register in person. Registration begins on the first day of class and runs through the end of the third week of class. Registration hours are between 10:00 am and 2:00 pm daily in Math Sciences 3970. A drop-in laboratory for brief math questions is also available. The schedule is posted each quarter outside of Math Sciences 3970 or may be obtained from TA. For more information, call 206-6965.

Other Referral Services

Relating Theory to Practice—Field Studies Development
70 Powell
Monday through Friday 8:00 a.m.-5:00 p.m.
825-7867

Departmental Field Studies Development Program

The goal of this program is to encourage the development of field study or internship programs within academic departments. Departmental coordinators work with students in developing field projects and in finding placements and academic sponsors. Currently, there are special coordinators for anthropology, communication studies, English, geography, history, kinesiology, political science, psychology, sociology, women's studies, business administration, and urban planning.

Independent Field Studies

Students may individually design internships and field study projects to meet specific academic, personal and career interests. A field studies coordinator works with the student on a one-to-one basis and helps broker credit for appropriate learning gained from the field experience.

Special Programs

Field Studies Development collaborates with other campus units and community agencies in piloting and administering special programs which use community resources as a vehicle for learning. Currently two such programs are in operation—the Developmental Disability Immersion Program (DDIP, 825-7867) and the Sociology/Education Immersion Quarter (825-7867).

Finding Jobs or Careers—Placement and Career Planning Center (across from Moore Hall)
Monday through Friday 8:00am-5:00pm
(except Tuesday, 8:00am-7:00pm)
825-2981

The Placement and Career Planning Center offers career development and placement services to students of all disciplines and all degree and class levels. Experienced career counselors are available to help students locate the most current and accurate career information, assist students with the decision of whether or not to attend graduate school, and inform students of current and projected labor market needs and demands.

The Career Resources Library Service provides general career information; employment, professional, and graduate school catalogs; certain pertinent periodicals and other items intended to assist with career decision making.

The Direct Referral Service provides a ready access to a large number of currently available jobs in a variety of organizations.

The Campus Interview Program brings representatives of a large number of employers, graduate schools, and professional schools to discuss career-related summer employment and career opportunities and to recruit prospective graduate students.

The Student Job Information Services provides a job listing and referral system for currently enrolled students and their spouses who are seeking various types of employment.

Filing a Complaint—Ombudsman
274 Kinsey
Monday through Friday 8am-5pm
825-7627

The Ombudsman is responsible for listening to grievances from any member of the campus community, i.e., students, faculty, administrators, and staff; for investigating those grievances where resolution has not been to the satisfaction of the concerned individual or where there are no established guidelines for resolution; and for resolving where possible, through mediation, those grievances, including sexual harassment, where the Ombudsman is requested to assist by the individual involved. The office is independent in operation and all matters are handled confidentially.

Student Psychological Services

A-3-062 Center for Health Sciences
825-7985
4223 Math Sciences
825-0768/825-4207

Student Psychological Services (SPS) offers services in two locations: the South Campus office is located at A-3-062 Center Health Sciences, 825-7985, and the Mid-Campus office is located at 4223 Math Sciences, 825-0768/825-4207. All inquiries regarding services, policies and programs for students are welcome at either of these locations.

Student Psychological Services offer a variety of psychological help to students. The staff of psychologists, clinical social workers and psychiatrists provide assistance with situational stresses, such as relationship problems, coping with emotions, school pressures, difficulties with decisions, values clarification, family conflicts, career goals, and other concerns affecting personal growth. SPS also offers counseling to increase effectiveness in handling specific problems. Typical concerns which can be resolved through a self-management learning process include overcoming test-taking anxiety, tenseness or difficulty in self-expression, procrastinating in studying, anxiety in meeting people, learning to express one's self more directly and honestly in interpersonal relationships, and finding a way to increase self-confidence and self-control.

Treatment is primarily through brief individual psychotherapy, but might include couples counseling, group psychotherapy, behavior modification, hypnotherapy, biofeedback or medication.

The service also provides professional consultation in assisting University offices and departments develop and carry out services, policies, and programs for students.

The service is free and confidential to regularly enrolled students. We are happy to be of service to you at either of our locations listed above.

Handling Legal Problems—Student Legal Service
70 Dodd Hall
Monday through Friday 9am-12:30 (Drop-in Hours)
825-9894

The Student Legal Service offers legal counseling and assistance without charge to currently registered and enrolled UCLA students. The office provides assistance in dealing with a variety of problems, including landlord/tenant relations, domestic relations, consumer problems, accident and injury problems, criminal matters, and contract and debt problems. All matters are handled confidentially.

Who to Call for Help—Helpline
Fall Quarter: Friday through Saturday 8 p.m.-1 a.m.
Sunday through Thursday 8 p.m.-12 p.m.
Winter Quarter on: 5 p.m.-1 a.m. Daily
825-HELP

The Helpline provides the campus community with information, referrals, crisis intervention, and a friendly ear to talk to when the rest of the campus is closed.

Health Services—Payment of full registration fees entitles students to use the campus Student Health Service during each fully registered quarter or semester. Benefits include outpatient care for general, and some specialized medical and surgical conditions, gynecological and family planning services, some dental care, laboratory, X-ray, and pharmacy services. Most benefits are provided without additional charge; service charges, when applicable, are moderate. For information call 825-4073.

A variety of health promotion and illness prevention services are offered by student health counselors. Prevention programs include: cold clinic, nutrition clinic, weight management series, health risk appraisals, stress management, fitness testing, substance use/abuse, suicide prevention education, and contraceptive counseling. The Peer Health Counselors provide services campus-wide; for information call 825-8462. Student Health Advocates are available in the residence halls and other on-campus living situations; for information call 206-6684.

Emergency and Information Numbers

UCLA Police Department (24 hours)	825-1491
LA Rape and Battering Hotline (24 hours)	392-8381
UCLA Emergency Medical Center (24 hours)	825-2111
UCLA Escort Service (dusk to 1 a.m.)	825-1493
Women's Resource Center (Mon-Fri 8-5)	825-3945
UCLA Rape Prevention Education Program	661-1053

GRADING

According to University policy, the instructor in charge of a course is responsible for determining the grade of each student in the course. The final grade in a course is based upon the instructor's evaluation of the student's achievement in the course. Teaching assistants are often directly involved in the grading process, since they may evaluate examinations, quizzes, homework, term papers, lab reports and other student work. Since TAs play such a significant role in the grading process, it is important that they be familiar with University grading policy, which is published in the *Manual of the Los Angeles Division of the Academic Senate* and in the *UCLA General Catalog.*

University Policy on Grading

The regulations governing grading procedure with which teaching assistants should be familiar include the following:

- The instructor in charge of a course is responsible for determining the grade of each student in the course.
- The level of achievement of all undergraduate students is designated in the following terms: A (superior), A-, B+, B (good), B-, C+, C (fair), C-, D+, D (poor), D-, F (fail), I (incomplete), IP (in progress), P (passed), NP (not passed) and DR (deferred report).
- Grade points per unit are assigned by the Registrar as follows:

A	4.0 grade points per unit	C	2.0 grade points per unit
A-	3.7 grade points per unit	C-	1.7 grade points per unit
B+	3.3 grade points per unit	D+	1.3 grade points per unit
B	3.0 grade points per unit	D	1.0 grade points per unit
B-	2.7 grade points per unit	D-	0.7 grade points per unit
C+	2.3 grade points per unit	F	0.0 grade points per unit

- The grades A, A-, B+, B, B-, C+, C and P denote satisfactory progress toward a degree. The C- and D grades denote progress toward a degree, but such grades must be offset by higher grades.
- The grade I may be assigned when a student's work is of passing quality but is incomplete. The grade I is only assigned when the student establishes to the instructor's satisfaction that the student's work is incomplete for good cause.
- The student is entitled to have an Incomplete replaced by a passing grade and to receive unit credit and grade points provided he or she satisfactorily completes the work of the course by the end of the next full term following the term in which the I was received. The Dean of the appropriate school or college has authority to extend the deadline for completion in the event of unusual circumstances that would clearly impose an unfair hardship on the student if the original deadline were maintained.
- If the work is not completed according to the provisions noted above, the grade I shall automatically be replaced with F or NP as appropriate.
- A grade of P may be awarded only for work which would otherwise receive a grade of C or better.
- For courses authorized to extend over more than one quarter and where evaluation of the student's performance is deferred until the end of the final term, a provisional grade of IP (in progress) is assigned in the intervening term(s). The provisional grade is replaced by the final grade if the student completes the full sequence. The faculty of each school or college is authorized to regulate the award of credit in cases where the full sequence is not completed.
- *Repetition of Courses*—Repetition of courses is subject to the policies of the departments offering the courses and the following conditions: a) A student may repeat only those courses for which he or she received a grade of C-, D+, D, D-, F or NP; however, the appropriate Dean may authorize repetition of courses graded Incomplete. b) Repetition of a course more than once requires approval by the appropriate Dean in all instances. c) Degree credit for a course will be given only once, but the grade assigned at each enrollment shall be permanently recorded. Courses in which a grade of C-, D+, D, D- or F has been earned may not be repeated on a pass/not pass basis. In computing the grade-point average of an undergraduate who repeats courses in which he or she received a C-, D+, D, D-, F or NP, only the most recently earned grades and grade points are used.
- *Correction of grades*—All grades, except DR, I and IP, are final when filed by an instructor in the end-of-term course report. However, the Registrar is authorized to change a final grade a) upon written request of an instructor, provided that a clerical or procedural error is the reason for the change or b) upon written request of the Chairman of the Division in cases where it has been determined by the Committee on Privilege and Tenure that an instructor has assigned a grade on any basis other then academic grounds. No change of grade may be made on the basis of reexamination or, with the exception of the I and IP grades, the completion of additional work.

PROCEDURES FOR STUDENT WITHDRAWAL

Since TAs are often in close contact with students and can advise them in these matters, they should be aware of the University's regulations with respect to withdrawal so that they can alert students to the policy.

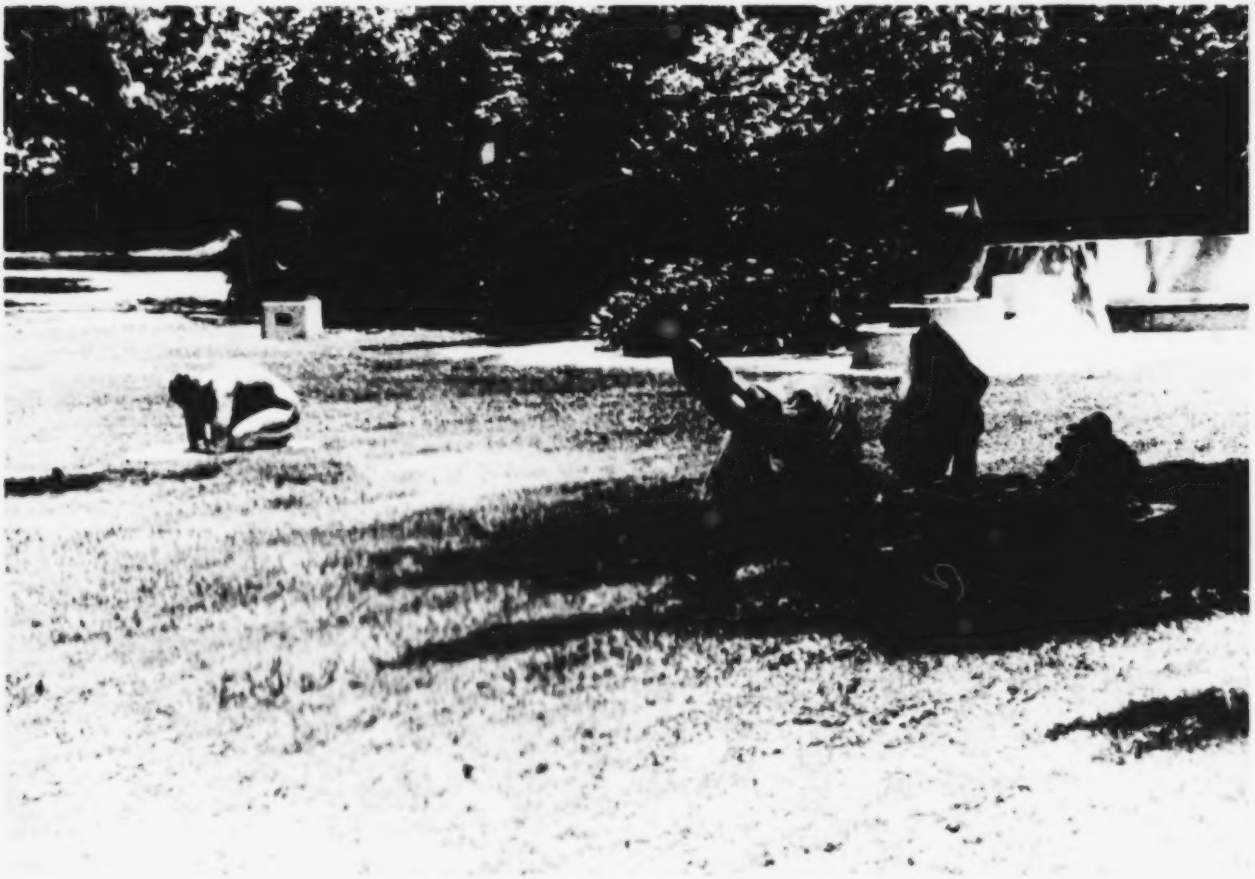
It is a regulation of the Academic Senate that each student assume full responsibility for satisfactory completion of all courses listed on the Official Study List. Students who are having difficulty with their academic work might stop attending class, not realizing that they are responsible for the courses on their study list if they do not formally withdraw from them. Therefore, if students withdraw from any or all of their courses without formal permission from the Dean of the appropriate school or college, they may be subject to restrictions on their readmission. If a withdrawal is initiated during the 10th week of classes or later students will be required to present evidence that no final examination has been taken or courses completed in any manner.

If students wish to withdraw from the quarter, they must do the following:

1. Obtain the withdrawal form from the appropriate college or school.
2. Fill out the form and obtain signatures from:
   a. Main Cashier's Office, 1125 Murphy Hall
   b. Office of Special Services/Veterans Affairs, A253 Murphy Hall (if applicable)
   c. Academic Advancement Program (AAP students only)
   d. Dean of Students Office, 2224 Murphy Hall
   e. Fellowship and Assistantship Section of the Graduate Division, 1228 Murphy Hall (graduate students only)
   f. If needed, instructors' verification that the student has not taken final exams.
3. Turn in the completed withdrawal form and the student's Registration Card and Student Photo ID Card. Withdrawing students will then receive a copy of the withdrawal form for their records. While turning in the form, the student may ask questions about the withdrawal form or about subsequent readmission to UCLA. Students should be advised that a failure to complete this procedure properly may endanger their readmission to the University.

TIME MANAGEMENT

Managing time is a critical skill for TAs, yet few are successful at it. It is rare to encounter a TA who doesn't feel that something essential: sleeping, thinking, personal relationships, clean laundry, video games, etc. is being squeezed out of their life because of excessive demands on their time. TAs who turn to professional consultants on time management find that the advice being given: "Learn to delegate. Use meetings to your advantage. Avoid telephone and sales interruptions", isn't very useful for those at the bottom of the delegation



chain and who work alone without the luxury of a telephone (and sometimes even a desk!).

TAs need to carefully consider how best to manage their time within the constraints of their academic life. Time is in fixed supply: it can't be saved or manufactured. So the first step in time management is to identify how those twenty-four hours are being spent each day. For some people, this is an easy task, but for some of us it is quite difficult. We tend to recall those things we know we should be doing ("I spent four hours in the library"), and forget activities which we consider inappropriate ("Three of the four hours in the library were spent napping, day-dreaming, and walking around").

The best way to analyze how time is used is by keeping a "time log." Create a list of time categories which describe your activities: sleeping, traveling to school, goofing off, attending class, teaching, grading papers, socializing, meeting with professors, reading for pleasure, routine tasks, etc. Try to keep track for several days how your time is split into these categories. Keep track as the day progresses—don't try to recall at the end of the day. Even under the best circumstances, time-logs will not be highly accurate, but they do show major trends in how time is used. If there are discrepancies between your actual day and an idealized day, then problem areas can be identified.

If you already know how your time is spent, or if the idea of analyzing your time via a time-log is just too depressing to consider, the next stage in managing time will be of most interest. Planning is the key issue. Planning (or "goal-setting" or even "prioritizing" if you're not fussy about language) is crucial to managing your time. Make three lists: long-term career goals, and short-term work goals. For each list, evaluate the importance of the goal from A, having high value and being of primary importance, to B having less value and only secondary concern, to C having low value and probably being one you could do without. Consolidate goals that are similar and reconcile goals that may be in conflict. Analyze each goal in terms of specific tasks or activities which must be undertaken in order to accomplish the goal. This analysis is basically the procedure to get "from here to there," so place the tasks in the order in which they must be done. Remember to include goals and tasks which are externally imposed. You may not want to grade papers or take qualifying exams, but because they are required as part of the larger goals we have, we must plan for them. Be sure to consider what resources (money, people, time, etc.) will be necessary to achieve the task, then place it in a time context: Which task should be accomplished by which date or stage of your life.

The revised list of goals, including specific activities, resources, and completion dates, constitutes a plan for action. Use it to help fill your daily, weekly and monthly calendar. Try to concentrate on "A" and "B" goals. Make sure you have a daily "To do" list. A common characteristic of high-achievement persons is that they have a plan, complete with priorities, for each day. Less successful people tend to muddle along. It's unlikely that you can successfully plan for more than 50% of your time each day without overscheduling and frustrating yourself, so make certain that you use well that portion of the day you can control.

Even the most well-prepared, goal-oriented action-plan falls apart from time to time. One of those times is usually around finals. If you feel like you're losing control, try to make a "master list" of things that absolutely must be done. Use the master list to guide your daily schedule until some semblance of normality returns. Be careful that the whole system doesn't fall apart from procrastination. Recurrent procrastination indicates that there are underlying problems in your schedule. Maybe you don't really want to accomplish some of the goals you listed. Try to analyze why you procrastinate. If it's a particular kind of task you are avoiding, maybe you need practice or help in achieving a certain type of behavior. Sometimes counselors can be helpful in changing behavior—Writer's block is a common problem for which help is available. Reward yourself whenever you accomplish a difficult task.

This procedure for managing time may seem like it's more trouble than it's worth, but there is no simple solution. It's a serious problem for everyone and requires continual effort. Keep asking yourself: "What is the best use of my time right now?" Make a plan. Do it now.

"Everything should be made as simple as possible, but not simpler." —A. Einstein

THE TA AND TEACHING

For most of us, becoming a TA involves assuming a new role. We all have been students and know that there is a bewildering variety of teaching styles, but we lack the experience to know which is best for us. The experienced TAs who have contributed to this section hope to aid you in finding your own style. Choosing and developing your own teaching techniques can be one of the most interesting challenges you will ever meet.

STYLES OF TEACHING

A most important ingredient of teaching is your classroom style. What should the teacher-student relationship be? Our suggestion is that you be natural and honest. The teacher-student relationship is basically another human relationship. Some relationships occur naturally. Others involve role-playing in which we act according to some set of social standards which seem appropriate for the situation. You are more likely to be a successful teacher if you accept the facts of the situation: you have more experience and knowledge than the students, you are being paid to help them learn, you are by nature formal or informal, they are in the class for various reasons (which you should try to be aware of), etc. Base your actions on the situation rather than on some extraneous concept of what a teacher is or on the expectations of the class.

Other immediate constraints on your teaching style are determined by the format of your class and the amount of control you have over the TA position. Some TAs will work with almost complete autonomy in the classroom, while others will be given a rigid course outline with little choice in it for them. Find out what latitude you will have, and then determine what you would like the students to get out of the class. Establishing goals for the class will help you to achieve an appropriate teaching style.

We frequently expect to change profoundly when we change positions in society. I suppose I had such expectations. When I arrived at my first quiz section, I was struck by the small size of the class and the fact that the students were almost as old as I was. They could easily have been my friends. These two facts are two of the TA's greatest advantages. He or she can use them to create a more personal teaching method than the professor uses. Only in the sections is the student able to interact personally with a teacher. The opportunity is there to be used.

One way to establish rapport is to get to the classroom early and talk with the students. This simple action has several benefits. The students and I increase our understanding of and confidence in each other. I can obtain considerable feedback from the students on how they are reacting to the course. I can frequently get emotional reactions ("I didn't understand a word of that last lecture!" "This homework assignment was impossible!") before section in that informal setting; whereas I get more intellectual responses in section ("Would you do the first homework problem?"). This time also provides an opportunity to ease the students into the subject matter of my class. After all, they have all kinds of things on their minds when they arrive.

MOTIVATING STUDENTS

Too often we assume that students either work or they don't. Those who don't drop out; those who do, fight on to the bitter end and gain our respect. But students are not that resistive to change. They respond to us personally and professionally; they may even look up to us. That kind of power is rare.

How we use this power will greatly affect a student's motivation to succeed in our classes. Take, for instance, the professor who offers a "killer" test in the second week to stimulate vaulting ambition if not downright paranoia. Or the professor who publicly ridicules wrong answers in the hope that humiliation will inspire the students to take the course—and the teacher's divinity—seriously.

But the trouble with such negative reinforcement is that it *is* negative. It makes the class atmosphere negative, the subject's intrinsic appeal negative, and the student negative. Students may, in fact, work harder, but they won't learn the most basic lesson of any university course: that *learning is rewarding.* And without that lesson, they will find it difficult to succeed in independent study, either in graduate school or in non-academic life. Curiosity dies.

Not all negative reinforcement is bad. Sometimes, the only way effectively to stimulate learning among a large number of students whom you cannot personally touch is to increase their level of tension: promise surprise quizzes at regular intervals; relate the dismal statistics of the course's failure rate; warn them that failure means they might have to repeat the course. Severely negative reinforcement, though, simply results in an "I don't care" attitude.

Positive reinforcement, on the other hand, almost always works and is pleasant not only for your students, but for yourself as well. This is true for two reasons: 1) any subject offers some—no matter how small—intrinsic rewards that you can help to make clear; 2) even if the intrinsic rewards of the subject dim in the glare of workloads gone nova, you as a TA can be intrinsically rewarding.

Some students must be reminded that Math 1B is a pre-requisite for Math 2, that it will prepare them for all the other math courses they may take in their college careers, and that a good performance will guarantee higher grades later on. This is extrinsic reward and it works. Students are investors, and expected profits are strong reinforcers; if you explain to them early on how your course fits into their entire collegiate program, how it relates to their intrinsically rewarding goals (which may have little to do with your subject), they will enjoy it more because it will mean more to them. *Meaning is rewarding.*

It is also possible to manipulate the intrinsic reinforcement of a subject for students who don't particularly enjoy it. It has nothing to do with *what* you teach but

how you teach it, and TAs are eminently qualified and conveniently situated to do it superbly well. Students have for years reported that TAs make better teachers because of their half student/half teacher status. They particularize their admiration in terms of TA concern, friendliness, and enthusiasm, typically remarking that the TA was more "approachable" and "available" than full-time faculty.

What does all this boil down to? What specific things can we do intentionally—that TAs have been doing all along instinctively—to enhance student motivation?

First, reward success openly and immediately. This can be as simple as saying "good" to a student's correct answer, or it may be as involved as "summing up" at the end of the class what they have learned and mentioning the names of the day's contributors ("... as Susie said earlier about Shakespeare ... as Carol pointed out about Thackeray ... and let's remember Kirk's injunction against imitating Judith Krantz' style"). Even wrong answers can be corrected without undermining a student's dignity. If Ms. Selden mixes up "neurosis" and "psychosis," stop to say: "I can see why they're so easy to confuse. Both entail similar kinds of psychic disturbance, which you obviously know, but to different degrees. Our problem, one we all have to face in this class, is determining how severe these disturbances are." Everyone needs a hug, particularly when we put ourselves on the line for public scrutiny. TA approval ratifies the worth of the self; once your subject becomes the *modus vivendi* of self-enhancement, you will find students motivated to learn even more, regardless of their original interest in the topic.

Second, manipulate the difficulty of work tasks so that students succeed rather than fail. Since you now reward success, give them more opportunities to be successful. Outlaw "killer" tests; they prove nothing but your own superiority, which your students never questioned in the first place. Instead, give short quizzes often; even the "pop" quizzes discussed earlier will do (this way you combine both positive and negative reinforcement—a formidable tactic), as long as you break up the total amount of material to be learned in the quarter into smaller, more digestible bits. When students succeed, they become more motivated to study for the next, harder test.

Third, the most reliable and the most reinforcing reward you can give is immediate and comprehensive feedback, even when you're telling students that they are wrong. Don't simply say, "No, you're wrong," or give a minus mark on a quiz. Unless students receive specific feedback delineating *why* the answer was wrong and *what* needs to be done to ensure success next time, they will despair. The hardest lesson for teachers to learn is that students *don't* know and *can't* begin to learn a subject if they're confused. They need to know where to go and how to get there. Students *do* respond to clear instructions: at minimum, they want to know what they need to do to pass the course. Most students spend the better part of the quarter just trying to ascertain what is expected of them. If you're an English TA, returning the first graded writing assignment, write thus: "If you correct these grammar errors, clean up your paragraph structure, and stick to your thesis, you should do well in this course." Without this information, students tend to attribute their errors to their own "stupidity;" they are very willing to blame themselves for difficulties in learning because, unless specified, difficulties loom very large to the mind stymied by them.

Four, appeal to student interests. Once you know who's majoring in what, apply your problems in your own subject to something they're interested in. Use their names to do it: "Rachel, you're interested in psychology. Let's talk about Swift's manipulation of his audience through irony in terms of misreading—that is, let's define misreading as the repression of unwanted ideas and see how the essay works." This tactic not only opens the discussion up to Rachel's expertise, but it also reinforces her to apply herself more vigorously to your English course: English suddenly becomes relevant to a subject which already intrinsically motivates her. Plus, you've rewarded her publicly for having such knowledge; her contribution will come from deeper levels of the self, levels by which she defines and values herself.

Five, appear to be enthusiastic about your subject. Remember, your students are investing in themselves. No matter how much they may pretend to denigrate their education in conversations, it is still their contribution to their own lives. If you let yourself get tired or apathetic, they will imitate you because they would not dare open themselves up to ridicule for valuing something you don't. Don't degrade this gift which they are giving to themselves; you should give value to it. The most successful teachers inspire their students through example; they convert undecided majors into passionate specialists because *motivation is catching*. This doesn't mean that they or you have to be highly strung all the time. But if you have to fake enthusiasm, do it.

Motivating students is what eduation is all about: it's not only having students learn outside the classroom for the rest of their lives.

THE FIRST CLASS

The first class sets the quarter in motion. So it is wise to consider carefully what you want to do in that first meeting. The following is an agenda which may help you structure that meeting and allay some of your anxiety.

- If you want to achieve an informal style, arrive early and begin to know your students. This will help you relax and help your students get to know that you are a student yourself. If you prefer a more formal style, wait until the appointed hour and then enter the classroom.

- Allow a little extra time for "lost" students. Once you begin speaking, try to speak slowly and repeat whenever you feel panicky. Remember to slow down the rate of speech and focus your attention on what you want to get across instead of how you are saying it or how you appear.

- Begin by introducing yourself and write your name on the board. You might go around the room and ask for names, departments, city of origin, and the like. Remember they are at least as nervous as you are. Locate each name on the roster and make a point of learning their names.

- Let your students know that you are organized. Give them a handout which might include: your name, office hours, course name, times and locations of other class meetings, the professor's name and office hours, your office telephone number, the required text and readings, the number and dates of examinations, information about lab or homework assignments, guidelines for term papers or class projects, a breakdown of how the course grade will be determined, the time and date of the final exam, whether class notes are available, and other information of interest.

- Prepare for predictable enrollment problems and procedures. It there is a waiting list, give your students an idea of their chances of getting into the course.

- Briefly sketch the kind of material to be presented in your class and the kinds of activities required of them throughout the quarter. Explain why you as a graduate student are excited by the course material. Such feelings can be contagious.

- Finally, ask if there are any questions regarding the course, its requirements, or your role within it. Be sure to pause long enough for them to reflect and formulate questions.

The following paragraphs are the reflections of a TA regarding the first day in class.

Although it occurred over two quarters ago, the experience I want to describe is still quite vivid in my mind. In retrospect, I realize that though I saw it as my "trial by fire" initiation into TAing at the time, it was a useful experience. It helped my to crystallize my role as a TA at the outset.

I felt a great deal of apprehension and a sense of inadequacy when I began to TA. I was a first-year graduate student from a liberal arts background. I found it quite disconcerting that "they" (I wasn't sure who it was who had had enough confidence in me to appoint me in the first place) expected me to teach something to students who may have had nearly as much education as I. My sense of anxiety was further heightened by the fact that the subject matter of the class I was to TA was somewhat peripheral to my field of specialization, and by the fact that it would be my job in quiz sections to amplify on the professor's lectures, rather than to talk about what I knew best.

My first section went quite well, I thought. The professor had introduced a few very basic concepts, which I thought I understood fully. I had tried to explain them to the students so that they also understood them. Buoyed with a sense of some self-confidence, I prepared to present my second section with the same material, but it didn't go as smoothly. A few of the brighter students began to question me about subtle nuances in the

concepts which I had failed to consider. I began to feel incompetent. As they continued to probe, my answers became more and more contradictory and incoherent. My embarrassment increased because I realized that I, who had always been a student, and therefore, a passive receiver of definitions, didn't fully understand these basic concepts well enough to answer others' questions. Because of this—and my impression that a teacher should know everything—I kept muddling around getting myself and the students more confused. Finally I managed to change the subject, but as I left the classroom I felt that I had lost their respect. They would be intent on tricking or embarassing me from then on.

I was apprehensive about that particular section the next week. During the week, I thought about my role in the classroom. I spent a long time preparing for the section and thoroughly re-prepared the concepts I'd tried to review before. Happily the next week's section went much better. In fact, I enjoyed it. It became my favorite section.

The change, of course, was entirely within me. I knew that I did have gaps in my knowledge of the subject. Why not admit that and let the students know that I was learning too? I saw that it would be ineffectual for me to place myself above them as some omniscient purveyor of knowledge. How could I be when almost the only reason I was in front of the class was because I had had a few more courses in the subject than they had?

I had become defensive and hostile when asked questions I couldn't answer because I assumed the students were asking such questions to embarrass me. The next week I admitted my ignorance, apologized for trying to be something I wasn't and reexplained the concepts. I encouraged them to ask questions. I promised that when I didn't know the answers I would say so and encourage the class to explore for the answer.

I learned from the experience the importance of honesty with yourself and your students. It's much more comfortable for you and for them to realize that, even as you're discussing topics with them, you're learning yourself.

OFFICE HOURS

The TA's office is an important extension of the classroom. This is one of the few places where the protective shield of impersonality at the University can be broken. Every TA must have office hours but the students are not required to come in during those times. Usually office hours are scheduled before the quarter begins and announced to the students during the first week. One alternative is to check with the students about convenient times before scheduling your office hours.

How do you get students to come in? Let them know frequently that they are welcome. Invite them individually. A comment on a paper (e.g., "Please see me about this.") brings about a 75% response. Stress the importance and value of office visits both to you and to them. Most TAs deal with freshmen and sophomores who are not used to personal contact at the University. If those first few who come in have positive experiences, the word will spread. Some TAs find that posting the answers to quiz or homework problems inside their door is an effective means of attracting students to office hours.

I find office hours so valuable that I make at least one visit mandatory. My most successful students soon acquire the habit of bringing their work in weekly. Some students—again those who finally earned the highest grades—often talked for more than an hour. We chewed over every mistake in their papers, discussed approaches to future assignments, followed up points raised in class, swapped stories. New TAs should get their students into office hours by any means available—cajolery, bribery, coercion. The sooner you meet face to face, the sooner you both relax. The rapport carries over into the classroom.

Getting students to come to your office hours is not always a problem; you may find that many students will come in, and for many different reasons. You may find yourself helping a student with the material for the course you are TAing, with the logistics of a course that contains unfamiliar material, or with a personal problem. You should be aware of ways to facilitate a helpful tutorial or counseling session:

- Try to be as approachable as possible. The best thing to do when a student comes in to your office hours is to make him or her feel welcome. It is very easy to make students feel that they are intruding; it takes only a little bit of care to create a relaxed, pleasant atmosphere in which communication is natural and easy.
- Rely on the student to tell you what he or she has come to see you about. You may suspect some hidden problem, but you should not press the student to disclose it. You can help the students if they actively request your help, but your responsibility need not extend further than responding to their requests.
- Listen to your students when they come to your office hours. Give them your undivided attention. This is all part of making students feel welcome and encouraging communication. The best way to show that you are listening is to ask questions—it also shows students that you find their concerns important. Students often fear that they are wasting your time; by listening attentively and responding thoughtfully, you can help allay their anxiety.
- Finally, you should realize that you won't always be able to provide the answers or information that are needed. If you are tutoring a student in the material for your own course, there is nothing wrong with saying, "I don't know, but I can find out for you."

In a situation in which a student is asking for more personal counseling, remember that you are not always the best qualified person for the student to be talking to. If you feel that the student needs more specific advice, you may be able to suggest someone who can provide it. The list on pages 20-21 of this handbook has been compiled to serve as a referral list for you. It may not be able to solve all of the problems you are confronted with, but it is a start.

TA-FACULTY RELATIONSHIPS

Misunderstandings occur between TAs and professors when both take each other for granted and expect one to intuit the needs and feelings of the other. One professor might want course materials brought from the library. Another might want you to come to his or her office 15 minutes before class. Professors who have worked with

many TAs sometimes assume every TA knows all of their wishes. And TAs who are new to a professor need to be told what is expected. Experience shows that it helps to ask specific questions: "Shall I come up before class tomorrow? Are there any handouts?"

If you have too much work or if there are problems of other kinds, it almost always helps to talk to the professor. Let the professor know that you respect and trust him or her, and that you understand his or her situation and point of view, too.

The most important element in a relationship between a TA and the faculty member responsible for the class is open communication. This should be established at the beginning of the quarter and maintained throughout the course. TAs and professors should discuss the framework and the background of the course so that they can work together to teach the course more effectively. TAs should ask the professor for his or her decisions on many of the following matters before the course begins:

- How much latitude does the TA have in the course?
- What exactly are the goals of the course?
- Is there a guiding methodology for the course with which TAs (and students) should be familiar?
- Are there any additional materials that would help the TA be better prepared for the course?
- What is the procedure for handling student complaints? issues of plagiarism or cheating?
- Who will be making up the exams? What kinds of exams will they be?
- How exactly are grades to be determined?

The faculty and TAs of one department on campus recently adopted a set of guidelines which explicitly outlines the roles and responsibilities of each party. The guidelines are based upon the campus *Apprentice Personnel Manual* regulations as they apply to the specific department's needs. For example, the guidelines mandate weekly meetings between the faculty members and the TAs for a particular course. If a lab section is involved, it is stated that a "dry run" should be included in the meeting so that all TAs feel comfortable with the procedures to be covered. TAs are also to be provided with enough information concerning the upcoming laboratory or discussion secton that they are confident and secure with the content, presentation, and operationalization of all material. In addition, keys to the faculty member's lecture exams are to be provided for all TAs in this department. Supervising faculty are reminded in this document that they are responsible for instruction and grading in all University courses, and that TAs may collaborate on these duties but not assume them in full. Finally, faculty are reminded that graduate students are committed to their TAship for a specific number of hours per week. Thus, while various support activities by the TAs are possible under their guidelines, some choice among options for the use of a TA's time may have to be made. The highest priorities should be given to the central duties of teaching such as preparation time, classroom instructions, office hours, and some grading of student work. While explicit guidelines such as these do not exist in most departments, they may serve as a reminder of apprentice personnel responsibilities and the order of priorities for utilizing a TAship.

In my years as a TA I've had a couple of experiences where my being a buffer between the prof and the students worked to help solve problems. Once a professor got hostile with the class because he thought they weren't studying, and the students were on the verge of rebellion. I had the students express themselves in section. They expressed all their claims of unfairness. I explained to them that the prof had a publishing problem and he was up for tenure—that he was a human being under lots of stress and that their job was to come to class prepared, know the material, look pleasant (if possible) and do the assignments. Then I talked to the professor about the class. I told him how they had been prepared for my section and had been involved in the discussion. I mentioned a few of the ideas they expressed for paper topics. I used every available opportunity to reinforce the view that the students were making an effort in class and to explain the pressure the prof was under and how being prepared would help. Within ten days the tension had been greatly alleviated. At the end of the quarter the professor told me that it was one of the most enjoyable classes he had ever had. The students agreed that they had learned a lot and even felt comfortable approaching the professor personally.

Occasionally I have also had to be a buffer if the class thinks it is getting too much pure memorization. Every time we have been able to adjust the course requirements to the satisfaction of both the class and the professor.

PREPARATION

When given an opportunity to tell prospective TAs what everybody forgot to tell them, many TAs talk about preparation—both for the course and for each class session. In your preparation for individual sessions, be careful about what you assume to be obvious. An idea that seems trivial to you may be evasive and obscure to the student. Spend time before entering the classroom trying to explain these "obvious" concepts. Adequate preparation will make you feel more confident in front of the class, and it will let you make maximum use of your time.

I learned that it is far better to be overprepared than underprepared. It was a case of one-trial learning. A most difficult and recurring problem I face, especially teaching a given course or section for the first time, is gauging the amount of material to be covered in any particular class meeting. Clearly, teaching involves a lot of preparation. But how much? I have spent days preparing for a one-hour class in which only one-fifth of what I had prepared was covered. I have also (I guiltily admit) been underprepared because of lack of time—rather, I didn't make time for preparation. I have listed what I feel are the consequences of each of these.

Being overprepared

- *Anger at myself for not sleeping, skipping lunch before class for further preparation—in short, feeling I was over-compulsive.*
- *Disappointment at not covering the prepared material.*

- *Running the danger of trying to squeeze in too much, because, after all, I have my notes in front of me. This confuses the students.*
- *Steering class time away from questions or free-flowing conversation because of trying to squeeze in too much.*
- *A strange feeling of dedication to my work and students, feeling that you care. Why should I be so masochistic?*
- *A sense of accomplishment.*
- *I might learn something from the material.*
- *I will now have material for my next meeting, if it involves a continuation of the current class meeting. Thus the first two thoughts may be irrational.*

Being underprepared

- *An intense, overwhelming, omnipresent, terrifying feeling of FEAR before and during class, "My God! What if they ask me questions which I should be prepared to answer?"*
- *Heart-piercing guilt for having let my students down and partially wasted their time.*
- *Intense self-criticism for being underprepared.*
- *A firmly cemented vow, never, never, never, NEVER to let this happen again.*

Equally as important as preparing for individual class sessions is the larger preparation for the course. Many TAs are in a position to exercise a good deal of control over the content and progression of their courses; for these TAs particularly, it is vital to determine course goals as explicitly as possible and to make these goals clear to the students.

A straightforward and well thought out syllabus can go far toward establishing a relationship of trust between TAs and their students. Whenever possible, try to stick with the syllabus, since students depend on it—and if it was well planned in the first place, it can prevent you from dwelling too long on one issue to the neglect of others. A good syllabus can provide you and your students with a positive sense of where the course is going, where it has been, and what its governing principles and goals are.

When you have developed goals which allow you to communicate your material, your methods, and your enthusiasm for them, be honest with your students about these goals. A number of studies have shown that students who understand a course's objectives learn more quickly—possibly because they spend less time trying to intuit what is expected of them. In short, there's no advantage in making a mystery of what you expect from students. The better prepared you are in your overall conception of the course, the more clearly you can communicate these goals to your students.

The amount and kind of preparation required differs course to course. In English 3, the TA has to choose from even the course content. English 3 suffers two fatal handicaps—it is required and does not have a specified content. A TA must teach 25 engineers, psychologists, mathematicians, and historians how to write. An English 3 TA can plod through mechanically applying the department's week by week manual, or the TA can face the challenge of making a hated course valuable and stimulating. I present it as a method course, which will ensure higher grades in essay-writing. I sell it as consumer protection, using advertisements, political campaign speeches, press releases to demonstrate manipulation. I use the LA Times, Esquire, *Art Buchwald,* Mad, *as well as the standard* Time *and* Newsweek. *I ditto student writing for class discussion. Nothing works like peer criticism. Teaching evaluations reveal that such efforts make the teacher beloved although the subject gains nothing in popularity. No matter. A teacher impresses more than a subject.*

COMMUNICATION

Understanding and using feedback is an essential part of all communication. Becoming aware of the interactions in the classroom is one of the best ways of improving one's teaching. We all affect students in many ways—some of which we recognize, others of which we don't. Once we become conscious of our own reponsibility in these dynamic relationships it is easy to change the effects so as to improve communication between students and TAs. Students and instructors should feel free to contribute feedback to one another on the effective running of the course. TAs can use the information gained through this sharing of opinions to improve their teaching style or to clarify their presentation of the subject matter.

Last year I observed classes of several professors who have recently received Distinguished Teaching Awards. Every one of them developed considerable feedback by asking questions or encouraging the students to ask questions or to comment on lecture material. Class participation works, even in a lecture of two hundred bodies. These teachers listened carefully to the students' responses. They were careful never to put the students down, even while disagreeing.

Teachers who conduct good discussions are usually very good listeners. They show respect for the students

by listening to their comments thoughtfully and by then responding directly to the key idea offered by the student. They are not afraid to tell the student they did not understand part of what he or she said. That indicates interest. This display of interest is all that is necessary to show the student that you are interested in him or her. It isn't necessary to say, "Good point." or "That's an interesting idea."

While intense, thoughtful attention to students' comments is an important way to offer encouragement, not seeking perfection is another. Some TAs depreciate undergraduates. ("They're too lazy to learn." "I wasn't like that!") If your ego can accept the reality of the situation—that you know more than they do but that they can develop outstanding ideas too—then you can respond to their ideas honestly and with acceptance. Some ideas are lousy, some are better than what you had in mind, most reflect *some* serious thought. In general, students respond positively when their ideas are treated as worthy of the attention and honest response of the TA.

It is also helpful to eliminate many of the evaluative aspects of the class. Don't treat or even think of ideas as being right or wrong. They are spring-boards for discussion; they are alternatives to be compared to established theories. In a writing course where students share their writings or ideas, we find that if we comment on them encouragingly, other students will also be positive and helpful in their response. It makes a world of difference to say that a student's paragraph can be strengthened in certain ways rather than to say that it is wrong, poorly written or has missed the point. Creating this supportive atmosphere at the beginning of the quarter will help students feel confident, and in turn they will contribute to the class. Talking in class involves taking risks.

My original teaching theory was that if I piled on a huge workload and really challenged their knowledge, the good students would rise to the challenge. They do. But the average and marginal students lose hope. So to avoid teaching only the better students, I have found it helpful to intersperse questions, exercises, quizzes, etc., that are within everyone's capabilities. Sometimes I doubt that I am really teaching anything that way, but it is a means of offering hope, encouragement, and interest to the students of lesser ability.

Offering hope, encouragement, and interest to any student may have the best effect on teaching in the long run. The Coleman Report indicates that students who have healthy self-images and think that they can have some effect on the world invariably do better in school.

One helpful approach is to shift your primary focus of attention from yourself to the students. Don't ask yourself, "How organized is this lecture?" Ask instead, "Is the organization of this lecture helping the students to understand the material?" Sometimes a controlled amount of disorganization may be just what it takes to get the students thinking about the material on their own. When a student asks a question, ask yourself, "What does he or she want to know?" Most questions are straightforward, but sometimes the question which is asked masks the real question or the real difficulty. We have all been students, and we all remember how students react. It is by these reactions that we should judge our teaching, not by our actions alone. Our teaching styles are means, not ends. The end product is in the students' understanding.

As with most other skills, teaching effectiveness increases as one acquires the ability to identify and concentrate on the most relevant aspects of the environment. For this reason, having confidence in your teaching and adopting a problem-solving attitude usually lead to improved teaching.

THE FOREIGN STUDENT AS TA

UCLA also offers a series of courses tha can help teaching assistants who are not native speakers of English.

English 32, Oral Communication Skills for ESL Students, is designed to train students to communicate effectively and appropriately in classroom and informal situations. Through in-class participation in role-plays, discussions, and informal presentations, students will have the opportunity to gain confidence in speaking in a variety of academic and social situations. Self-evaluation of speech will be promoted through the use of audio-visual recordings. In addition, students will complete native speaker research assignments outside of class in order to become more aware of specific usages of American English for particular situations. The prerequisite for this course is a grade of C or better in English 33B or placement into English 33C or higher on the English as a Second Language Placement Examination (ESLPE).

English 34, Advanced Oral Communication Skills for ESL Students, focuses on helping students to lead class discussions and make formal presentations. The course is designed specifically for graduate TAs, who receive priority in enrolling. The class is limited to approximately 15 students per quarter so that participants will have many opportunities to improve their spoken English. Several class activities are videotaped so that participants can critique their own performances, as well as receive suggestions from the instructor. The prerequisite for this course is a grade of C or better in English 33C or exemption from the ESL 33 series based on the ESL Placement Examination.

English 103J, Phonetics for ESL Students, involves intensive oral practice, study of the English sound system, and work on improving pronunciation and oral discrimination. The prerequisite for this course is a grade of C or better in English 33C or exemption from the ESL 33 series based on the ESL Placement Examination.

Placement into the appropriate course is made based on TA needs and on an oral placement test that is given during the first class meeting at the beginning of each quarter. Each course carries four units of credit and meets two hours twice a week. Courses may be taken for a letter grade or S/U (for graduates) — P/NP (for undergraduates). For more information about the ESLPE or about any of the ESL courses, please call x54378.

DISCUSSION SECTIONS

Discussions differ from lectures in many ways. A major difference is that the students can be more active and that there can be more personal contact. Good discussion sections give students an opportunity to formulate principles in their own words and to suggest applications of these principles; they help students become aware of and define problems implied in readings or lectures; they can also increase student's sensitivity to other points of view and alternative explanations.

Decide what kind of discussion is most useful for your class. Is there a certain topic to be discussed? Does the group have to reach a conclusion or come to an agreement? Is there subject matter that must be learned? Is the section a forum for expressing and comparing views? Is it important that the students carefully analyze the topic or that they learn certain skills? Once you have decided what kind of discussion you want, tell the students. It is easier for everyone if the goals for the class have been clearly stated. Once these decisions are made, you should keep the following points in mind:

- In the *ideal* discussion section, each participant feels his or her ideas are worthwhile and should feel some visceral excitement. Governance should be "invisible" and appear unrehearsed. That is, it should be a well organized intellectual adventure that arrives somewhere. *Weak* discussions are characterized by obvious control, domination by a few, boredom by the rest, and an inevitable "sinking" feeling about them.
- *Good discussion leaders* are able to shape questions contrasting the open and closed, real and phony, or general and personal. Note the difference between the phrasing of "What is Romanticism?" versus "Do you consider yourself a Romantic?" Another exemplary quality is the ability to persist until answers are forthcoming. This may take 15-20 minutes until the fire is fanned and the group becomes responsive. Once again, good discussions are guided from beginning to end, and participants are made comfortable throught verbal and nonverbal cues.
- Discussions are *not* good ways to dispense information. However, they *are* an ideal way to learn facts, share experiences, learn about skills, create ideas, solve problems, reach a consensus, practice skills, criticize ideas, develop insights, and demonstrate the possession of knowledge.
- In leading discussion sections, there are a number of *questions which should be avoided* most of the time. Included among these would be *rhetorical* requiring no answer, *dead-end* questions eliciting simple yes or no responses, *low-level* questions which most students could easily answer, *fuzzy* questions which are not specific or clear, *programmed answer* questions asked with a specific answer in mind, *put-down* questions intended to humiliate anyone who dares to answer, and *ego-stroking* questions which carry an assumption of superiority of the teacher over the students.
- Discussions are often uncomfortable when they are slow to start or plagued by disruptive elements of some sort, or even haunted by extreme boredom. *Slow starts* might be reduced by using mini-exercises requiring some preparation on the part of the students. For example, "Write a memo describing . . ." When students have *no response* to your questions, backtrack to simpler questions which can lead back to the larger issue. However, you should always try to respect "I don't know" responses. *Compulsive talkers* can be controlled by laying out some ground rules regarding the making of "speeches" and the expectation that everyone will eventually contribute. *Smart alecks*, on the other hand, are usually better ignored while you respond seriously to what lies behind their boorishly phrased questions. *General confusion* can be combated by using the blackboard, or even utilizing concrete objects as metaphors or models. Finally, *sleepiness and boredom* are somewhat less likely to pervade if you are honest in your enthusiasm and extend your repertoire or responses: being struck dumb, outraged, confused, or whatever.

It is important to pay attention to the kinds of questions you ask and how you present them. Students will answer questions at the level you ask them. If you want a thoughtful response, you have to give the students enough time to think and answer. The three seconds it takes can seem like an eternity, but once the students begin to respond, the value of waiting becomes apparent.

After you begin to choose carefully the level of your questions (and comments) and give the students time to think, you may find that your participation in the discussion diminishes. Your functions will then be to monitor the discussion and, when necessary, to redirect it. It may be useful to summarize the course of the discussion periodically in order to focus student attention or to reinforce key points. With mature students you may not even have to participate. With other groups you may find that you are constantly redirecting the discussion.

Among the problems TAs may face in leading discussions is a lack of preparation by students. Another type of problem arises when the students do not have enough in common to carry on a broad-based conversation. TAs should be careful to begin discussions at the students' level. This should only be a significant concern at the beginning of the course. Try to find out what the students know and keep this level in mind in the section meetings. And most important, don't mistake a lack of background knowledge for a lack of preparation. One way to increase the coherence of discussions is to assign specific tasks ahead of time. The entire class can be given a precise assignment, or selected students can be given special responsibilities. Another technique is to divide the class and have two groups prepare arguments on opposite sides of an issue. Each side then presents its case to the rest of the class and responds to the other side's arguments. Breaking the class into small groups owes part of its effect to the fact that it gives the individual students a personal stake in the classroom action. Students generally respond when given personal responsibility.

For my first TAing experience, I had to lead discussions in a political philosophy class. Since I had taken only one such course myself—and that had been eight years earlier—I was a bit apprehensive about the assignment. I decided to let the students discuss

whatever they wanted as long as it encouraged understanding and analysis. Somebody spoke up right away. (That was nice —no long pause.) Another person responded on a different topic. (Oh, no! What should I do?) The third student went back to the first topic. (Some relief.) Soon the two topics merged. (Such luck!)

In this case the students themselves controlled the discussion. I soon learned which ones to call on to keep it from straying. If they take the responsibility, let them, and count it as a blessing; dont't force your role. Otherwise assert your control firmly, gently, and supportively. I also suggest some patience. Don't think you have to fill in every pause. Look around for someone who is obviously thinking, who might want to speak out but seems hesitant, and ask if that person has something to add. If you ask deep questions and pause pensively, you might encourage thinking. If the students know that considered thought is what you expect, their natural tendency is to respond to those expectations.

LABORATORY SECTIONS

The most important thing TAs can do to insure that a lab session runs smoothly is to be very well prepared. The TA must know exactly what the students are supposed to learn and why they have to learn these things. This includes being thoroughly familiar with the details of the experiment and knowing why the procedure is done in a particular way, as well as what the student should get out of it. It is your responsibility to be familiar with the principles behind each experiment, which usually means knowing how the experiments tie in with the lecture material. Tell your students what you expect them to be learning.

Laboratory rules should be strictly enforced because they are entirely for the safety of the class. Your own adherence to the rules about eating, smoking, etc., and firm discipline when safety is at issue should be sufficient to avoid serious problems.

If you are cooperative and show your students respect, they generally will return the same. It usually helps to encourage them to be alert but relaxed, and help each other as much as they can.

Although many TAs tend to stay at the front of the classroom, there are substantial advantages to circulating through your lab. You can demonstrate proper techniques and help with problems and questions before they blossom into failures or catastrophes. Best of all, you can get to know your class on a more personal basis.

Finally, relax and enjoy yourself. A lab is usually noisy and a little chaotic, so patience is a useful asset.

Classroom control is fairly easy at the college level. Students are conditioned to "good behavior" in the lecture setting and usually in the discussion setting, too. However, some real management problems seem to arise in laboratory or studio situations. I have learned about laboratory management that:

- *It is desirable to maintain a lesser degree of control than in a discussion; one cannot realistically expect a quiet, orderly lab session.*
- *Here is one control pattern that works: start each lab period in a fairly formal manner. Gradually loosen up during the session (especially in those four-hour labs!).The object here is to end the session somewhat short of chaos.*
- *Expect to be stricter early in the quarter than towards the end. You can't fight the second law of thermodynamics: disorder will tend to increase with time.*
- *In physics, the laboratory grade is usually only 10 to 15% of the student's final grade. Many students who realize this will socialize excessively at the expense of their work. With only 10% of the student's grade available for blackmail, the TA lacks sufficient leverage to make the students perform, and therefore, shouldn't use grades as a threat.*
- *Most importantly, the majority of college students will respect an instructor who is familiar with the experiment. The following suggestions are offered:*

a. *Perform the entire experiment in advance—there is no guarantee it's going to work as advertised in the lab manual.*
b. *Read and study the theory on which the experiment is based—otherwise, some student will hit you with a question you can't handle.*
c. *Wherever possible point out interesting historical aspects of the experiment, e.g., "Galileo did this whole thing using a cathedral lantern for a pendulum and his pulse for a watch!" Historical notes keep students from complaining too much about the lack of quality in their experimental apparati. This silences the student who figures the experiment is a waste of his or her time: "If it's good enough for Isaac Newton, or Count Rutherford, or Volta, Ampere, or any of those other guys with something named after them, then it must be good enough for me."*
d. *Finally, do some research into the relevance of the experiment, either the technique being taught or applications of the theory being demonstrated.*

FOREIGN LANGUAGE SECTIONS

Foreign language sections differ from discussion sections in that the week-by-week syllabus (sometimes the day-to-day lesson plan) has been worked out in advance by the course supervisor. The foreign language TA has a firm obligation to adhere to this plan, since the overall program depends on students from different sections achieving the same general level of accomplishment. Many language departments have very well organized supervisory meetings and/or classes which keep the individual sections as consistent as possible. If your department does not provide such a training program, be sure to seek out the course supervisor and find out precisely what is expected of students upon completion of each class level.

Planning is particularly important for the foreign language TA since there is such a variety of skills that should be taught in concert: grammar and syntax, speech and pronunciation, vocabulary, reading facility, cultural information, etc. Students have to be exposed to all of these facets of a new language before they can begin to work with it and use it. The diversity of the teaching task can seem overwhelming; but the organized, plan-ahead type of TA can use this variety to great advantage: language classes seldom need to be dull or monotonous. Many TAs find that daily timetables help them to cover the required topics. These timetables have to be flexible, though, to allow for ad hoc drills, explanations, and conversations about troublesome points on situations.

Within the rather strict format of the department's language program, TAs do have a certain latitude to develop their own styles and strategies. There are many different ways of structuring the class, of using drills, of encouraging oral participation, of employing teaching aids. These are the areas in which foreign language TAs develop their own creative approaches and their own unique classroom styles. You can try any number of different strategies to liven up and personalize your classroom.

- Try breaking into small groups to allow students the chance to speak in a less public situation. Students can practice drills or dialogues, prepare short dialogues or skits, review homework—small groups can be used for almost anything.
- Look around for different ways of helping students work with the language and the culture: slides, jokes, cartoons, children's books, classroom guests, etc.
- Lighten up on your organizational plan occasionally so you can really notice what your students are learning and what they're missing. Pay attention for blank stares, embarrassed silences; ask frequently if students are

following you, and encourage honest answers. In a language class particularly, it is essential for students to keep up with concepts as they are presented—so check often!

- As often as possible, present material to students using subjects that are relevant to their lives. If the subject is interesting to them, they will have more information to communicate to one another and to you—and they will be more eager to do so. Within the artificial language-learning framework of the classroom, you can at least approximate a real (i.e., frustrating but invaluable) language experience for your students.
- Encourage students to use your office hours, either for specific problems or for general conversation practice.

Many of us fall into habits which we may no longer notice, but which can badly impede our students' learning. Beware of these common pitfalls and their effect on your students:

- Bailing students out with the right answers. Sometimes TAs forget how long it takes for a beginning language learner to formulate and produce answers—and how valuable an experience it is.
- Doing too much of the talking yourself. The students are learning to speak as well as to listen.
- Getting in a pattern rut. Don't always use questioning; students will only know how to respond. Don't always use particular artificial pattern drills; students will get accustomed to these unreal patterns.
- Losing your patience. Students need all the encouragement and praise you can give them in learning a new language. Intimidation is one of the fastest ways to block their classroom participation and kill their enthusiasm.
- Forgetting to praise and encourage your students. You can do much to overcome your students' embarrassment at their first attempt in a new language—just remember to notice and appreciate in words a job well done or an effort well made. Be careful though, of becoming indiscriminate in your praise. Your *"trés bien"* or *"sehr gut"* should mean something to students who deserve it.

BLACKBOARD USE

How many times have you looked up in class after being distracted or after losing the main thread of the lesson only to be greeted by a meaningless, randomly distributed set of symbols or facts on the blackboard? How often, after getting home have you found your notes so meaningless that it is not even clear what subject was discussed? What is more perplexing is that the lecture might have been beautifully organized. If the answer to these questions is never, you either learned to take good notes early or you have a fantastic memory. The fact is that many students' notes are an exact copy of what appeared on the blackboard, with few additional qualifiers, explanations, etc. If you are skeptical, ask to see your students' notes right after class. You will be amazed that many will not differ in even a single word. If you keep this in mind, you are part way to more effective blackboard use. When we do a problem at the board, students not only see the solution, but they see how we organize a solution. Effective boardwork highlights and emphasizes this organization and provides the student with a valuable model for writing and often for doing problems. The end result of the boardwork accompanying a unit of the lesson should be an outline of what transpired. If you are solving a problem, an outline of the problem should remain at the end. The hypotheses, main points, and conclusion should be isolated, boxed off, or otherwise emphasized. Even the best students will occasionally lose the thread of a lesson or forget the original objective of a discussion. The blackboard is their major and often their only resource for reentering the lesson.

Here are one teacher's suggestions for good boardwork:

(1) Structure Your Boardwork

- Use headings: Each unit of boardwork should start with a description of what follows. For example, when putting theorems, conjectures, examples, etc. on the board, identify them as such in writing. This is an invaluable aid to students in putting their notes in initial perspective and providing better sets of notes for study.
- Isolate and identify the basic components of what you put on the board. Use words like theorem, proof, answer, example, etc. This practice, in addition to generating better notes, reinforces and emphasizes the structural aspects of the problem solving.
- Use underlining, capitals, and boxes to emphasize key statements, ideas and formulas.
- When doing a problem at the board, write a complete statement of the problem or give a clear reference. Define each of the variables you use in writing.

If you follow these suggestions you should find it natural and easy to summarize what you have done when you are finished.

(2) Have a Board Plan

- Try to organize your boardwork so that when the boards are full you can erase the computations and details and leave the essential ideas.
- Be selective. Write down the basic principles. Writing down everything usually obfuscates rather than clarifies what you are doing. If you do omit an important detail or computation, write that you have done so ("computation omitted" will suffice). This can save the student a good deal of grief.

Sometimes it is best to reserve one blackboard panel for the main points or outline and do the details and computations sequentially on the others. This is a particularly good system when you wish to summarize and helps keep the details of a topic or problem in perspective.

(3) Additional Tips

- If you have a classroom with three movable boards, use the middle board first. Push it up and use the front board next. This allows information to stay up longest.
- Don't work with eraser in hand. Teachers who simplify expressions as they go along by erasing are anathema to students trying to take notes. Put a single line through expressions you wish to simplify and write new expressions above.

- Determine the visible board area. Ask students in the back how far down and those in front how far over they can see comfortably.

EXAMINATIONS

Many TAs are called upon to make up examinations and quizzes or to submit questions for them. First you must decide what facts, definitions, generalizations, and values are absolutely essential to the unit you are teaching. To this list, add the important intellectual skills you want your students to acquire. Then consider the constraints on the exam format and schedule: will it be in-class, take-home, open- or closed-book, multiple choice, short answer or essay; will it be for a single midterm, two midterms, a series of quizzes or a final? Students feel a compelling need, sometimes from the first day of class, for this information and for knowing the relative value of each exam.

Write your questions, keeping in mind that serious learning involves the following categories of thought (taken from Norris Sanders' *Classroom Questions, What Kinds?*):

- memory (recall or recognition of information)
- translation (deciphering symbols or technical language)
- interpretation (discovery of relationships among facts, generalizations, definitions, values and skills)
- application (identifying issues in lifelike problems and selecting the proper generalizations for solving them)
- analysis (breaking down a problem with conscious use of defined forms of thinking)
- synthesis (solving problems by creative thinking)
- evaluation (judging right from wrong according to standards)

After you have written your questions, examine them and classify them according to the categories of thought involved in answering them. You may find that most of them simply involve memory and that with a few small changes you can produce questions which require a higher level of thought.

Examinations usually produce a high degree of anxiety for students. You can help minimize this by establishing a policy regarding exams and grading and by stating it explicitly. Determine whether or not you will offer review sessions, if makeup exams will be possible, if questions will be answered during the exam; and, if you can schedule in advance, tell them when the grades will be posted or when the corrected exams will be returned.

A helpful reference is Norris Sanders' *Classroom Questions, What Kinds?*, Harper and Row, New York. It comes in paperback, is easy to read, and will give you excellent suggestions.

CHEATING, PLAGIARISM AND STUDENT DISCIPLINE

"Ideally, morally, people should not cheat. However, they do, in marriage as in taking a college course." (K. Eble in *The Craft of Teaching*)

Cheating is an issue with which instructors would prefer not to have to deal. But it is a substantial problem in college teaching and cannot be ignored. Studies of cheating in college routinely report that a significant percentage of undergraduates admit to cheating. For example, a recent survey found that 25% of UCLA Seniors admitted cheating in at least one course.

The usual reasons given for cheating are the pressures for grades and "since many other students are cheating, I have to do it to keep up." Also, students report that "the instructor and TA didn't seem to care." The survey mentioned above also reported that 75% of UCLA Seniors felt that instructors and TAs should make a greater effort to prevent cheating.

Very simply, the best way to handle cheating is to try to prevent it.

Preventing Plagiarism

Plagiarism on papers is the most prevalent form of cheating. The dictionary definition of "plagiarize" is to "take and use as one's own the writings or ideas of another." There is the obvious case of using someone else's work in total, but many students are not clear about the distinctions among plagiarism, paraphrasing and quoting. And some students are puzzled about the meaning of "using the ideas of another." If you are going to require original research papers in your class, explain to students what you mean by "original" and by "research." Here are some suggestions for preventing cheating on papers:

- Discuss the issues of plagiarism with the class when the papers are assigned. Explain to students the proper procedures for crediting sources.
- Ask for all papers to be handed in with drafts and notes attached.
- Try to assign topics likely to require new research.
- Inform students that they may be examined on their papers and sources of their papers.
- If possible, give students a schedule of deadlines for handing in evidence of progress on their papers.

Preventing Cheating on Exams

When preparing exams and planning exam procedures, try to use methods that will be less likely to encourage cheating. Most students appreciate an instructor's efforts to make the testing situation fair to all. Most cheating on exams is through "wandering eyes," whispering, and "crib sheets." The following list is intended to make you more aware of the potential for cheating on classroom examinations and to suggest methods for preventing it.

- Tell students right off that cheating will not be tolerated, and that you will enforce university rules on cheating.
- Try to provide an examination room large enough so that students can sit in every other seat. You can sometimes get another room to spread students out for exams.
- Use alternate forms of exams with scrambled orders of questions. Color coding the exams is useful for distributing the exams and making sure that they are handed out correctly.
- Have enough proctors to monitor the exam. Proctors should be stationed around the room throughout the exam. They should be most vigilant at the end of the

exam period during the confusion of turning in the exams. Try to maintain order and quiet when exams are collected.

- To prevent "ringers" (persons hired to take an exam), require identification and student signatures on exams. All students should have photo ID cards. If you plan to check IDs, be sure to note this in your syllabus and warn students before the exam.
- To foil the "lost exam gambit," require students to sign an attendance sheet when they turn in their exams. Also, count those present at the exam carefully to make sure the number of examinees agrees with the number of exams.
- All books and notes should be placed out of sight, not on the seat between students.
- When exam "blue books" are used, have students turn them in prior to the exam for stamping and random distribution or have students begin on a particular page.
- You should supply any "scratch paper" that you permit students to use during the exam.
- Consider using an open book exam. Alternatively, allow students to bring certain defined materials of their own to the exam. For example, you might allow students to bring one 8½ by 11 sheet of notes.
- If you permit regrading of exams, photocopy exams and quizzes (or at least a sample of them) before they are returned to students to prevent altered answers.
- Maintain adequate security at all times for exams, grade books, and Grade Rosters. These items should be kept in locked cabinets, desks, or files. Most locked doors are not really secure.
- Departments should maintain security of exams and materials used in preparing and duplicating exams. There are a few documented cases and many apocryphal tales about the theft of exams from department offices and trash bins.

Dealing with Cheating

When cheating does occur, it should be dealt with directly and swiftly.

Plagiarism in a term paper or other written assignment cannot be proven unless the original source is found. If you suspect plagiarism, discuss it with the student. Ask about the student's use of sources and methodology. If you suspect that the student has purchased the paper from a "paper mill," check the topic against the various paper mill catalogs which are available in the Dean of Students office (2224 Murphy Hall, Ext. 53871).

The "smoking gun" for cheating on exams is hard to come by, too. Most cheating during exams is through "wandering eyes" and talking. Both are extremely difficult to prove and to prosecute without at least two additional witnesses to the incident. If you suspect a student of wandering eyes or talking, it is best to quickly and quietly move the individual to another seat and discuss your suspicions with the student after the exam period.

Policies and Procedures for Handling Cheating

Teaching Assistants should check with supervising faculty regarding their preferred methods of dealing with cheating. The important guidelines for faculty in handling classroom dishonesty are:

a) Deal with cheating directly. Talk with the student. Don't just give a suspected cheater a low grade without comment.

b) A course graded of "F" cannot unilaterally be given for suspected or admitted cheating. A student can only be penalized on that portion of the course work done while cheating.

Classroom dishonesty is formally dealt with by the Dean of Students. If, however, the sutudent admits guilt and agrees on the disposition of the incident, you can handle the misconduct directly after consultation with the Dean of Students. The Ombudsman can serve as consultant or mediator in dealing with suspected cheating.

If the supervising faculty, TA, and student cannot come to an agreement, or if the student is unavailable for inquiry, a grade of "DR" (deferred report) should be issued (governed by Divisional Senate Regulation A-315) which will later be replaced with a final course grade. A letter must be sent to the student, the Dean of Students and the Dean of the School or College in which the course is being taught stating the reasons for assigning the "DR."

Once a "DR" grade has been assigned, the case must be handled by the Dean of Students Office. The supervising faculty should send a letter to the Dean of Students stating the facts of the case. The letter should include the names of all persons having information regarding the incident, e.g., TA, proctor, other students. In addition, copies of the paper or exam in question, and all other relevant documents, should be sent with the letter to the Dean of Students. These copies should be marked to show the specific parts or items alleged to have been copied or plagiarized. At the administrative level, the burden of proof lies with the faculty. All disciplinary cases at UCLA, including those involving cheating, are resolved through a two-track system. All but a handful of the many cheating cases reported annually are resolved when the student confers with a Dean. Usually the student admits guilt and accepts an appropriate penalty. If the student does not admit to being guilty, the case proceeds immediately to the more formal track in which the student's position is heard by the Student Conduct Committee in a public or private hearing.

The Dean of Students will inform you as to the outcome of his investigation. If cheating was in fact determined, "the supervising faculty may replace the grade DR with a final grade that reflects an evaluation of that which may fairly be designated as the student's own achievement in the course as distinguished from any achievement that resulted from plagiarism or cheating" (Divisional Senate Regulation A-306). "The DR shall be changed to a grade, or perhaps to the Incomplete only when the Registrar receives a written request from the instructor which indicates that the student has clarified the situation" (Divisional Senate Regulation A-315). The Dean may also impose additional sanctions such as a reprimand, loss of privileges, suspension, or dismissal.

The record of a cheating case remains only in the Dean of Students Office and cannot be released to persons outside that office without the permission of the

student. The period of time that the penalty stays on the student record varies with the seriousness of offense. Disciplinary actions of suspension or dismissal are noted on student transcripts.

Final Remarks on Cheating

An adversary relationship between teacher and student is not conducive to learning. In making your arrangements to prevent cheating and in discussing cheating with students, do it in the spirit of trying to make evaluation fair for all. Do not give students the idea that you are a "security officer" who enjoys catching cheaters. Finally when you deal with cases of cheating, try to resolve the case without going into adversary proceedings. Call the Ombudsman or Dean of Students for advice.

GRADING

Grading is a major concern of most TAs. Some new TAs are quite harsh at the beginning to show that they have high standards. Others, who disdain the grade system, are quite lenient. Often TAs change standards after acquiring some experience with grading.

Because grading standards are unavoidably subjective it is useful to interview each student during office hours before the end of the quarter and estimate his or her probable grade. This technique generally works because it allows students to know where they stand and gives them some control over their final grade and the responsibility of deciding what to do about it.

No matter what you do some students invariably will complain about grades. Take these students seriously. Recalculate their scores or reread their exams. It is possible that you made a mistake. If you did not, be firm but gentle; state your standards and do not argue for any extended length of time. If the student is adamant, send him or her on to the next step in the appeals process. For most TAs this is the instructor of the course. Find out ahead of time who is next in line for your situation.

TAs can alleviate some of the anxiety associated with grading by considering methods which deemphasize its importance. Try to work out ways that grades may be obtained without intense, individual competition. Group projects are one way to move away from this. Another suggestion is to avoid grading on the basis of a normal curve. If standards are constant from year to year, students can work with each other even in classes where exams and grades are based on individual work. Understanding of concepts and relationships is frequently improved by discussing ideas with peers. Encourage the formation of study groups.

Be careful of trying to force your value system on students. You do not have to deny your own values to do so. When you express your values, make it clear that you are doing just that and not explicating some ultimate truth. Remember that whatever grading standards you use, they are arbitrary. They reflect your values or those of the professor. Though arbitrary, they are probably commonly accepted by those in your discipline.

The following grading guidelines may be helpful to keep in mind when applying those standards to grades:

- Grades should conform to the practice in the department and the institution in which the grading occurs. Grading policies of the department, college, or campus may limit the grading procedures which can be used and force a basic grading philosophy on each instructor in that administrative unit. Departments often have written statements which specify a method of the assigning of grades or the percentages of A's, B's, C's D's and F's may be indicative of implicitly stated grading policies.
- Grading components should yield accurate information. Carefully written tests and/or graded assignments (homework papers, projects) are keys to accurate grading. In view of the many ways course grades are used, each course grade should most accurately reflect the level of competence of each student.
- Grading plans should be communicated to the class at the beginning of the quarter. By informing students early in the quarter about course priorities, the instructor helps students to structure their work efforts. Students should be informed about: which course activities will be considered in their final grade; the importance or weight of exams, quizzes, homework sets, papers and projects; and which topics are more important than others. All of this information can be communicated effectively as part of the course outline or syllabus.
- Grading plans stated at the beginning of the course should not be changed without thoughtful consideration and a complete explanation to the students. Altering or inconsistently following a grading plan is analogous to changing the rules in the middle of a game. It becomes extremely difficult and frustrating to participate. When the rules need to be changed all of the players must be informed (and with hope, be in agreement).
- The number of components or elements used to assign course grades should be large enough to enhance high accuracy in grading. The minimum number of tests, quizzes, papers, projects, and/or presentations needed must attempt to secure as much relevant data as is reasonably possible to insure that the course grade will accurately reflect each student's achievement level.

Undergraduates at UCLA place considerable importance on their grades. Some TAs spend hours discussing grades with students. This occurs frequently in classes in which grades are based on essay exams. At times it seems like every student who receives a "D," most of those who get "C's" and many of those who get "B's" come in for their hour to argue that their essays deserved the next higher grade. I have even had students complain about "A's." I once watched a first quarter TA argue with a student for three hours over a "D" on a midterm. The main reason he got the "D" was that my friend didn't want to fail him. This student's array of arguments—moral, statistical and philosophical—was incredibly diversified. He felt that he only needed to find the right argument and he would stay all day until he did.

There are ways to reduce the frequency of such incidents. The key is communication. Let the students know what you expect, and be reasonably consistent in

asking for it. When I teach classes which involve papers or essays, I hand out a sheet telling them what kinds of papers I want for the class. Generally I want coherent arguments which stick to a well-delineated point. Since many students are not used to writing such papers, I ask for shorter papers than usual, but I give them the option of writing the paper twice. On my first reading I pay careful attention to the structure of the arguments, pointing out both strengths and weaknesses. I also ask questions which direct the students' attention to points they may have missed, responses to the arguments which they need to consider, other sources, etc. Not only do I let the students know what I want, but I get papers which are more enjoyable to read. I get comparatively few complaints about grades, mainly because the students do better. They know that they are kept aware of the standards, vague as they may be, and that they are given sufficient opportunity to get help.

STUDENT WRITING

The quality of student writing is often far below acceptable standards. Many TAs try to ignore the problem by insisting that writing skills are not part of their assigned subject area. This attitude results in further problems for both TAs and their students. If you demand good writing, make your expectations known and offer help (or refer students to tutorial services) to those who need it. Students will try to meet your demands—make your standards worth meeting.

Pat Caldwell, a professor of English at New Mexico State University, makes the following suggestions (based on the research of Dr. Morris Holland, Assistant Vice Chancellor of Student Development at UCLA):

Writing anxiety—simply, a fear of writing—is the concern of many TAs who have seen their students "freeze" on an essay exam or agonize about writing a paper that they have thoroughly researched.

In the writing anxiety cycle, the anxious student has experienced previous unpleasant, stressful and (in terms of grades) unrewarding writing experiences. Remembering these experiences, he practices "writing avoidance" —he avoids any extracurricular writing, avoids writing classes, delays taking required composition courses and chooses a major where he perceives little r ɔd for writing. However, when he finds himself in a position where writing is unavoidable, he faces "cognitive disruption"—his sweaty palms, erratic breathing and muscular tension break his concentration, and his confidence is shaken by memories of previous writing disasters or his uncertainty about what is expected of him. Since both "avoidance" and "disruption" are likely to affect the student's performance, each writing situation becomes a negative experience, which in turn enforces the writer's anxieties.

In this self-perpetuating cycle, the TA's intervention is crucial. He can, either in individual conferences or in group paper-writing or exam-taking strategy sessions, counteract the students' tension by explaining how they can relax in the writing act. The TA can combat the students' cognitive disruption by urging them to control negative thoughts about their writing ability and by initiating positive writing experiences. In short, the TA can help to create a good environment for his student writers—an environment which they can learn to recreate for themselves.

One way the TA can give the students a positive writing experience is with some free-writing exercises—that is, non-evaluated writing. The TA can also make a special effort to clarify paper topics and his expectations on exam responses, so that the students have a clear idea of what is being expected of them and the bases on which they will be evaluated. In the preparation of a long paper, the TA can provide the right kind of guidance for students. Dr. Holland suggests that too often students confront the huge assignment—the complete paper— rather than breaking down and carefully examining the writing process. How does one eat an elephant? The only answer—in small bites—is the solution most workable for anxious writers. If, therefore, students know the right steps to take in the right sequence, they will see the writing task as a series of management steps, not an impossible leap from blank paper to completed term paper. The TA can point the student toward this kind of sequencing.

Forms of cognitive behavior modification—the use of relaxation, for example—have been used successfully in other kinds of stress situations; little work, however, has been done with the stress situation that faces many college students—writing anxiety.

Michael Moore, a lecturer for the UCLA Department of English, offers these additional suggestions:

I. Before you make the first assignment:
- *a. Establish a clear policy concerning due dates and late papers.*
- *b. This may seem obvious, but especially if you are dealing with freshmen, point out that they are writing for an audience, and not merely for self-expression; that is, grades will be awarded purely on the basis of what is down on paper, not what is reputedly in their heads. Inform the student that he will profit from rereading all essays to make sure that he has covered the material thoroughly and presented it clearly. You, too, will profit.*
- *c. Explain plagiarism and specify the sort of documentation you require on take-home papers. This may prevent much tribulation later in the quarter.*

II. Making the assignment:
- *a. Effective assignments possess two cardinal virtues: clarity and specificity. In large classes or exam situations especially, any ambiguity will be exploited, any conceivable wrong turn taken. Establish firm, detailed guidelines for both the content and format of the essays.*

  Forty of my students, discussing their worst assignments ever, agreed unanimously that nothing proves more disheartening, or more irritating, than a vague assignment. Accordingly, time spent clarifying an assignment ultimately saves time in two ways. It reduces the percentage of tangent-riding, superfluous and/or confusing prose you will be confronting; few tasks consume more time than hacking through a "birdshot-and-kitchen sink" essay trying to locate correct answers in the

verbal underbrush. Unambiguous assignments also save angry office hours spent justifying a "D" to the student who responded to your question on theories of mass extinction with five hundred words on the decline of Catholicism.

Two corollaries for take-home assignments: 1) set aside class time to discuss assignments—encourage questions and answer them sympathetically; 2) type all assignments, ditto/xerox and distribute them, because oral assignments invite chaos.

b. *Make grading criteria explicit in advance. Few people like working in the dark. For that matter, not everyone likes working; many students periodically need to be informed that conscientiousness is worth their while. If you want well-organized essays, announce that you will take organization into account when grading. This may be the surest way of combating academic entropy. And when my students wrote about their worst writing experiences, they ranked murky grading standards up there with vague or misleading assignments as a major cause of dissatisfaction. The clearer the standards, the less student confusion and resentment, the fewer office hour showdowns. And most importantly, the better the papers.*

The UCLA Writing Program, directed by Dr. Lynn Batten, aims to raise the level of students writing throughout the campus. The Department's Composition Section offers the freshman sequence of courses (English A, 1, and 3), as well as English 131 (Advanced Expository Writing) and English 136 (Practical Writing and Editing).

You can also direct students' writing concerns to the Program's 2-unit Intensive Writing sections attached to subject-matter classes. These sections are in the Schedule of Classes under both departmental listings and under English, as English 100w courses.

In helping students individually with their writing problems, you may also steer them into Composition Tutoring Lab, supervised by Judy Collas and sponsored by Academic Resources Coordination (ARC). Designed primarily to support the basic composition courses, (English A, 1 and 3), the Lab can also assist students with writing assignments for other courses. Non-native speakers of English find the Lab a particularly valuable resource. Tutors can help students get started on writing projects or prepare for essay exams, as well as with editing rough drafts or understanding the comments and corrections on returned papers. (For specific information see page 20 of this handbook, Academic Referrals—Composition Tutoring Lab.)

INSTRUCTIONAL MEDIA

Instructional media materials should be used selectively—they are most beneficial when they fit your instructional objectives. Before opting to use certain materials, ask yourself: Would the information be more effectively presented in another way? Is there a strong possibility that attitude or behavior change will be an end result? Will the presentation help to improve recall or help students remember important facts, enhance the quality of discussion, or increase students' ability to apply information? Attractive as they may be, instructional media materials are only as good as the planning, thinking and preparation which precede their use.

Once selected, audio visuals may make presentations more effective by presenting new information, eliciting an emotional response, suggesting something new, explaining, or raising questions. Materials which are unique for students keep presentations interesting. If they are not unique, creative use of audio visuals help the instructor challenge the student with the unexpected. For example, one instructor showed his students only the last few minutes of a film and had them conceive the portion of the film which they had not seen.

Instructional media assist the instructor in stimulating student interest and directing learning. For example, television and the electron microscope may stimulate interest by giving students the opportunity to see phenomena usually unobservable. On a less spectacular plane, the lowly transparency lends itself well to diagrams, charts, and schematics which help instructors give orderly presentations. By using the transparency as a constant and unchanging cue or stimulus, the instructor may elicit and direct the information students need.

With careful planning and use, instructional media materials strengthen the instructor's teaching by stimulating student interest and directing their responses and learning.

The UCLA Office of Instructional Development has produced a set of twenty videotapes called the "Mastery Teaching Series." These tapes are available for use by TAs interested in improving their teaching abilities. Two sets of tapes are available at the UCLA Instructional Media Library and an additional set is on file at the Office of Instructional Development. All three sets may be checked out for individual viewing. The Multi-Media Learning Laboratory also has a copy of the Mastery Teaching Series on reserve. Other instructional videotapes are also on file at the Media Library. The titles of these tapes, as well as those of the Mastery Teaching Series, are listed in the bibliography on pages 45-47 of this handbook.

Video viewing rooms are located at several places on campus. You may wish to reserve one in advance. The locations and phone numbers of these viewing rooms are:

Instructional Media Library, 46 Powell Library, x50755
Instructional Media Laboratory, 270 Powell Library, x61211

Learning Resources, Biomedical Library, 42-001K CHS, x53034

TAs may view the tapes for their own general education or if a TA is having a particular difficulty he or she may wish to view a specific tape which addresses that problem. On all accounts we encourage their use.

CLASSROOM MANAGEMENT PROBLEMS

In most cases you eventually will face students who present various kinds of management problems. A common example is the student who wants to talk too much, frequently on irrelevant material. You can treat these

students with respect but make it known that they are overpowering the discussion; by systematically calling on many members of the class, you can often get a very active class. The students seldom want one person to dominate any more than you do.

One of the most irritating problems I encountered my first quarter TAing was a small—but powerful!—group of students who were convinced that they alone had interesting and relevant comments to make about the material. They came close to convincing the rest of the class that such was the case too, before I realized that they were only loud, not necessarily right, and were often bullshitting shamelessly. Several of my more introspective students thanked me later for calling the monopolizers' bluff, because the rest of the class was interested in the material, not in the classroom performances of the perpetual "talkers." When I finally figured out that simple courtesy and fairness to the rest of the class made it necessary to control these few, it became easy to express my conviction—and the situation quickly righted itself.

Frequently it is useful to talk to the offender outside of the class. Students usually respond to your request for less or different participation on their part. Sometimes they lapse back into the old pattern. It is a natural pattern for this kind of student. Remember that these students are seldom deliberately destroying the class; they think that they are adding to the class with their participation. Don't hesitate to remind them politely if they forget their talk with you.

Another problem with which many TAs are concerned is wisecracks. I learned how important it is to be prepared for them. Some students will deliberately challenge TAs in order to make them uncomfortable, regardless of the content of the question. They may do this if they think the TA is uncertain of the material. The better you know your material and the more sure you are of the reason for teaching it, the better equipped you will be to deal with wisecracks.

One technique which is often effective with wisecracks and insults is to treat them as straightforward, non-evaluative statements. Treat sarcastic remarks as if they were not sarcastic. Some such remarks should, of course, just be ignored. Either treatment takes the sting out of the comment because you are not responding the way the wisacre wants you to. Just refuse to play the game. You'll be doing the rest of the class—and yourself—a favor.

EVALUATION OF TEACHING

It is difficult to develop self-awareness in the classroom, yet it is essential for any good teacher. There are several mechanisms available to TAs for this purpose.

The first is the Evaluation of Instruction Program, which is designed to help departments conduct instructor and course evaluations. Standardized forms are distributed to students at the end of a quarter and returned to a central processing office; the results are formally reported (in printout form) to the department and to the individual instructor. Unless you are teaching your own course, this evaluation may yield little information about your own teaching strengths and weaknesses. Often the printout does not reach the TA until weeks after the quarter of the evaluation.

A preferable alternative is for the TA to conduct informal midterm evaluations. A number of different outlines are available from the TA Training Program. The two great advantages to this method are the ability to focus on specific problems and the immediate response obtained.

TAs can distribute midterm evaluation forms to students any time during the quarter, but should do so preferably in the fourth or fifth week of classes. If forms cannot be completed during class time, ask for completed forms to be placed in your mailbox or put in an envelope taped to your office door. Expect more useful and candid evaluations if they are anonymous, particularly if you explain to the class why you want an evaluation to be completed at mid-quarter. The process demonstrates to the students your concern for better teaching, as well as their ability to influence the classroom situation. The lack of delay in processing allows you to make immediate changes in your teaching behavior.

Read the returned forms carefully. There are always malcontents who will criticize anything possible, and their comments can be safely put aside. More important problems which can be identified from several returns. General trends in the responses often reveal specific teaching behaviors which need to be reevaluated. It may help to discuss these items with the class to indicate your awareness of the problem and to determine if a consensus can be reached.

Another method of developing self-awareness in the classroom is to invite another TA or a TA Consultant to observe your class. The observer's presence usually is unobtrusive and will not disrupt the class. Certain procedures help to direct the process for the observer:

1. **Preliminary Conference** (5-10 minutes before class)
   a. Get the instructor's objectives for the class meeting.
   b. Establish the nature of the audience and other special factors.
   c. Establish if there are specific factors or behaviors that the observer should note.
2. **Observation Period**
   a. The observer should at least take written notes.
   b. The use of audio or videotape recording is encouraged, as it provides a good anchoring point for feedback. If used, this kind of equipment needs to be set up in advance. Also, the instructor should announce that its purpose is to monitor the instructor, not the students.
   c. Use an evaluation form which distinguishes mutually agreed upon categories, such as physical behavior, clarity of voice, lesson goals, rapport, student participation, level of instruction, interaction patterns, clarity of explanations and the type of questions proffered.
3. **Immediate Feedback** (right after class)
   The instructor and observer should talk briefly immediately after the class. This exchange of impressions serves to avoid anxious anticipation on the part of the instuctor.
4. **Delayed Feedback** (as convenient, but no longer than a week after)
   a. If a magnetic recording has been made, it will be helpful for the instructor to review it before the feedback session.
   b. Instructor and observer should confer for about 30 minutes (or as long as necessary). Observers are encouraged to be specific in providing feedback. Feedback that refers to specific behaviors is more useful than abstract evaluation.
   c. Give positive feedback first, focusing on specifics and using "I" language. Then give constructive feedback, focusing on the impact on the student and offering alternative strategies.
5. **General and Ethical Considerations**
   a. Observers should try to be unobtrusive when in class and should avoid interacting with students unless directly approached. Efforts should be made to minimize the instructor's evaluation anxiety.
   b. All information gained from classroom visits and conferences is *confidential*. Observers should refrain from commenting in any way (positive or negative) on what they have seen.
   c. *SENSITIVITY* and *NON-DEFENSIVENESS* are essential if feedback is to be productive. The observer should be sensitive to the effects of the feedback on the instructor. Feedback provided in a caring, objective manner is easier to accept. Conversely, the instructor can try to be open to hearing the feedback. It is sometimes hard to remember, but the feedback refers only to a specific display of a specific skill and not to one's value as a person.

A fourth technique, and perhaps the most valuable, is to have your class videotaped. Free taping services are provided by the TA Training Program (see page 14). Reservations must be made in advance so that equipment and operators can be properly scheduled. Videotape, although initially a somewhat frightening prospect, can provide information about both verbal and nonverbal behaviors. Playback facilities are available in several locations on campus to allow the TA to review the tape, either privately with a self-evaluation form available from the TA Training Program, or in conference with a TA Consultant. No other use or showing of the tape may be made without the TA's written permission, and tapes must be returned to the program for erasure and reuse within two weeks of the recording date.

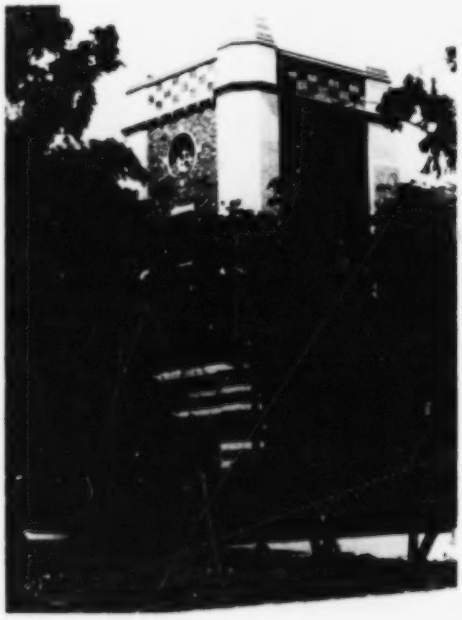
If none of these techniques suits your teaching situation, there are still other methods available to increase classroom interaction.

In general, we suggest that you try to keep the students actively involved in the class. Don't tell them something when you can ask them. But don't get in the habit of asking rhetorical questions. When you ask questions, give the students time to try to think of the answer. This thinking is an important part of their learning, even if it breaks up the smooth flow of your presentation. Don't let them sit passively scribbling down notes.

Respect the students as learners. Expect them to do well and care that they do. Know what you want them to be able to do, how you want them to react, so that you will be able to tell when you are being successful. The students will have a tendency to live up to your expectations. When the students are not learning as well as you hoped they would, take the responsibility upon yourself (but not the *blame*). Ask yourself what you can do differently. Do you see the situation in the proper perspective? Perhaps you need to change your goals. Were they realistic, given the abilities of the students? Accept the students and realize that your goal is to help them learn, starting from where they are.

This chapter began as a workshop in which TAs were asked what they would have liked to know before they started TAing. We hope to expand this chapter and actively seek your suggestions. Please contact us at 825-9269 or stop by 80 Powell Library.

David Unruh, Coordinator
UCLA TA Training Program



BIBLIOGRAPHY

CAMPUS PUBLICATIONS

This is a list of publications which may be of use to TAs. It includes all of the publications listed in this handbook. You can obtain copies at the locations listed in parentheses.

Academic Apprentice Personnel Manual (your department)
Graduate Adviser's Manual (your department)
Graduate Student Support Resources, (Fellowship and Assistantship Section of the Graduate Division, 1228 Murphy Hall)
Handbook for Faculty Members of the University of California (your department)
Manual of the Los Angeles Division of the Academic Senate (Academic Senate Executive Office, 3125 Murphy Hall)
UCLA Directory (listing of campus addresses and phone numbers—your department)
UCLA Undergraduate Catalog, 1985-1986 (Students' Store, Ackerman Union)
UCLA Graduate Catalog, 1985-1986 (Students' Store, Ackerman Union)
UCLA Library Guide (University Research Library or College Library)

BOOKS

A small but varied bibliography is provided here. If you want ideas for further reading, the Coordinator for TA Training can provide a longer, annotated bibliography.

John Andrews (editor)
STRENGTHENING THE TEACHING ASSISTANT FACULTY
San Francisco: Jossey-Bass, 1985

The articles and essays in this edited book all address ways by which TAs might be trained, evaluated, and encouraged to upgrade the quality of undergraduate instruction.

Joseph Axelrod
THE UNIVERSITY TEACHER AS ARTIST
San Francisco: Jossey-Bass, 1973

A detailed study of the dynamics of the college and university class where it is possible to see the effects on student learning of what a teacher does or does not do. The book is rich in anecdotes and examples.

Donald A. Bligh
WHAT'S THE USE OF LECTURES?
London: Penguin Books, 1974

A comprehensive study of experimental evidence showing that lecturing can be an effective teaching tool.

Kenneth Eble
THE CRAFT OF TEACHING: A GUIDE TO MASTERING THE PROFESSOR'S ART
San Francisco: Jossey-Bass, 1976

A useful discussion of both the philosophy of teaching and the specific skills required for effective instruction. The book includes sections on making classes work, dealing with discussions, and conducting tutorials with students.

Kenneth Eble (editor)
IMPROVING TEACHING STYLES
San Francisco: Jossey-Bass, 1980

A nice compilation of articles and essays which discuss the acquisition and modification of distinctive teaching "styles."

Stanford C. Ericksen
MOTIVATION FOR LEARNING
Ann Arbor: University of Michigan Press, 1974

Especially helpful guide for the "apprentice teacher." Stresses the student as an individual and develops a theory of the learner.

William Fawcett Hill
LEARNING THROUGH DISCUSSION
Beverly Hills, CA: Sage Publications, 1969

The model proposed by Hill can be a valuable tool for those who conduct discussions as a regular part of teaching. According to the author, group discussion often fails to enhance learning because it is characterized by lack of direction. This book describes an orderly sequence of steps which a group can follow in order to learn from discussion.

L. Dee Fink
THE FIRST YEAR OF COLLEGE TEACHING
San Franciso: Jossey-Bass, 1984

An empirical study of beginning college teachers and the problems they encountered. Various types of training and experiences prepared the new teachers for college teaching, but not all types were of equal value.

Barbara Schneider Fuhrmann and Anthony F. Grasha
A PRACTICAL HANDBOOK FOR COLLEGE TEACHERS
Boston: Little, Brown and Company, 1983

A comprehensive and well-structured book which surveys the history of American teaching, examines the implications for learning of the major theorists on human behavior, and offers some very practical suggestions for instruction.

Margaret Morganroth Gullette
THE ART AND CRAFT OF TEACHING
Cambridge, Mass: Harvard-Danforth Center for Teaching and Learning, 1982

An excellent collection of articles and essays focused on the first day of class, the theory and practice of lectures, questioning, being a section leader, teaching essay-writing, grading, and evaluation.

Richard A. Lanham
REVISING PROSE
New York: Charles Scribner's Sons, 1979

This book offers an approach to the writing and revision of prose. Especially helpful for TAs who must evaluate students' papers.

Wilbert J. McKeachie
TEACHING TIPS
Lexington, Mass: D. C. Heath and Company, 1978

A "classic" guide book for the beginning college teacher. Sound advice is offered and supported with solid research evidence.

John F. Noonan (editor)
LEARNING ABOUT TEACHING
San Francisco: Jossey-Bass, 1980

The articles in this edited book focus on the ways by which those who wish to improve their teaching might do so despite a lack of support from their institution.

W. James Popham and Eva L. Baker
SYSTEMATIC INSTRUCTION
Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970

This book advocates a systematic approach to instructional decision-making and is designed for those who wish to learn about the nature of instruction. The text can be used by those preparing for teaching at all levels.

Peter Franz Renner
THE INSTRUCTOR'S SURVIVAL KIT
Vancouver, BC: PFR Training Associates Limited, 1983

A sourcebook developed for "teachers of adults" which is a bit too cute and catchy. However, it contains many useful hints and suggestions for organizing class discussions, developing learning contracts, assessing student understanding, and communicating with students.

INSTRUCTIONAL MEDIA

The UCLA Office of Instructional Development has produced a set of twenty videotapes called the "Mastery Teaching Series." These tapes and others, which were designed to improve TAs' teaching abilities, are available in the Instructional Media Library. Contact Patricia O'Donnell-Rough at x50755.

GREAT SCIENTISTS SPEAK AGAIN
Color Videotape
Each tape approximately 30 minutes

Richard Eakins, at Berkeley, demonstrates an unusual teaching style wherein he assumes the personality and costume of a "great scientist" and speaks in first person of theories in their developmental stage. This is an older series (1973) but of great interest. Eakins demonstrates a strong visual presence in his use of maps, diagrams, blackboards, props, etc. UCLA has: Charles Darwin, Gregor Mendel, Louis Pasteur, and William Harvey in this series, and Berkeley can also provide: Hans Spemann and William Beaumont.

THE CONSTITUTION: THAT DELICATE BALANCE
Color Videotape
75 minutes

An excellent example of moderating an open-ended discussion. Benno Schmidt, a law professor at Columbia University, moderates a debate between high level government officials, leader journalists, and editors of news media. Schmidt's techniques for directing the course of discussion allows him to demonstrate issues and concepts. Furthermore, his gestures and voice modulation are excellent models for extemporaneous speakers. The debate, which is about national security and the 1st Amendment of the U.S. Constitution, is a painless way for TAs to pick up pointers for leading their own discussion sections.

FIRST DAY OF FRENCH CLASS
Black and White Videotape
Tape I—55 minutes
Tape II—50 minutes

These tapes show an experienced teacher conducting the first two class meetings of a foreign language class (French). Madame Hamel uses an immersion approach to language (no English is used) and demonstrates excellent direction and interaction methods.

FIELD GEOPHYSICS
Black and White Videotape
50 minutes

Although recorded for the purpose of demonstrating the use of field equipment in Geophysics, this videotape also presents an image of "every field trip." Equipment failures, broken tools, poor weather, etc. are all overcome by the adaptability of the two faculty members to changing conditions. Their success in field work, and their reasons for choosing to conduct a field trip, are well documented.

BODY LANGUAGE IN THE CLASSROOM
Color Film
16 minutes

This film provides a brief introduction to the impact of body language, or non-verbal communication, in the classroom. It best illustrates how certain forms of physical behavior may provide a dynamic teaching presence.

MASTERY TEACHING
Color Videotape
Each tape 15 minutes

These videotapes were developed on campus specifically for the use of TAs. Seven teaching assistants were trained by Dr. Madeline Hunter in basic principles of learning. The videotapes show these principles as applied in actual university classes. Although organized as a series, the videotapes may be used individually or in almost any sequence. They are available in the Powell Library Audio-Visual Room (290) for individuals, or from the Instructional Media Library (46 Powell Library) for class use.

The following content is included:

Tape 1: Decisions in Teaching
All teaching decisions fall into three categories: 1) content: what is to be taught, 2) behavior of the learner: what he or she will do to learn and to demonstrate that learning, and 3) behavior of the teacher: what the teacher will do to increase the probability of learning. Psychological principles which guide teachers in making these decisions are introduced by Dr. Hunter.

Tape 2: Increasing Their Motivation, Part 1
Three factors affecting motivation (level of concern, feeling tone and success) are described.

Tape 3: Increasing Their Motivation, Part 2
Three additional classroom factors which increase motivation (interest, knowledge of results, intrinsic-extrinsic) are described and then illustrated in classroom episodes.

Tape 4: Getting Them Set to Learn
Techniques for increasing students' successful accomplishment include developing an anticipatory set, a mental set for the ensuing learning, then letting students know the objectives of today's class and why it is important to them.

Tape 5: Providing Information
Information can be provided by lecture, media or direct experience. A lecture or "telling" becomes more effective when that lecture incorporates important "information giving" principles.

Tape 6: Teaching to Both Halves of The Brain
Recent brain research is translated into four principles to guide effective chalkboard use. Instructors' use of the chalkboard before and after they had learned these principles provides evidence of the effectiveness of these principles in teaching.

Tape 7: Modeling What You Mean
The power of the model, something the student can perceive in the classroom, depends on whether that model possesses important characteristics. Those characteristics are described and their use is demonstrated in diverse content areas.

Tape 8: Making Material Meaningful
When it is not possible for a student to perceive a model in the classroom, examples are effective, providing they reach into students' past experience. Characteristics of examples which promote this transfer of past knowledge to present learning are described.

Tape 9: Checking Their Understanding
This tape introduces effective techniques for checking students' understanding without a lot of paper correcting. Using these techniques also insures that instructors do not move on, unaware that material is not understood.

Tape 10: Practice Doesn't Make Perfect
For practice to be effective in improving performance, four critical questions must be asked and answered when the teacher is designing that practice. Those four questions are asked and research based answers are identified.

Tape 11: Guiding Their Initial Practice
Mistakes at the beginning of learning are more permanent than mistakes made later on. Consequently, it is important in any type of learning that students' initial attempts be guided, monitored and, if necessary, corrected so confusion and mistakes don't "set." Techniques for guiding initial practice are described, then illustrated in classroom episodes.

Tape 12: Extending Their Thinking
Techniques for eliciting Bloom's six levels of cognition are described and illustrated in classroom episodes. The incremental nature of such thinking is stressed so comprehension becomes the launching pad for problem solving and creativity.

Tape 13: Dignifying Errors to Promote Learning
In our society, making an error is a "put down." Students may avoid participating for fear of being wrong. This tape demonstrates ways of dealing with an error so that the student learns the correct response but maintains dignity.

Tape 14: Using Time to Achieve More Learning
Time is the "coin" of teaching. That is what teachers have to "spend" to "buy" learning. This tape identifies ways to use transition times, which otherwise would be wasted, to increase students' learning and remembering.

Tape 15: Teaching So They Remember
This tape introduces, then illustrates factors that promote retention of material (meaning, feeling tone, degree of original learning, practice schedule, and transfer).

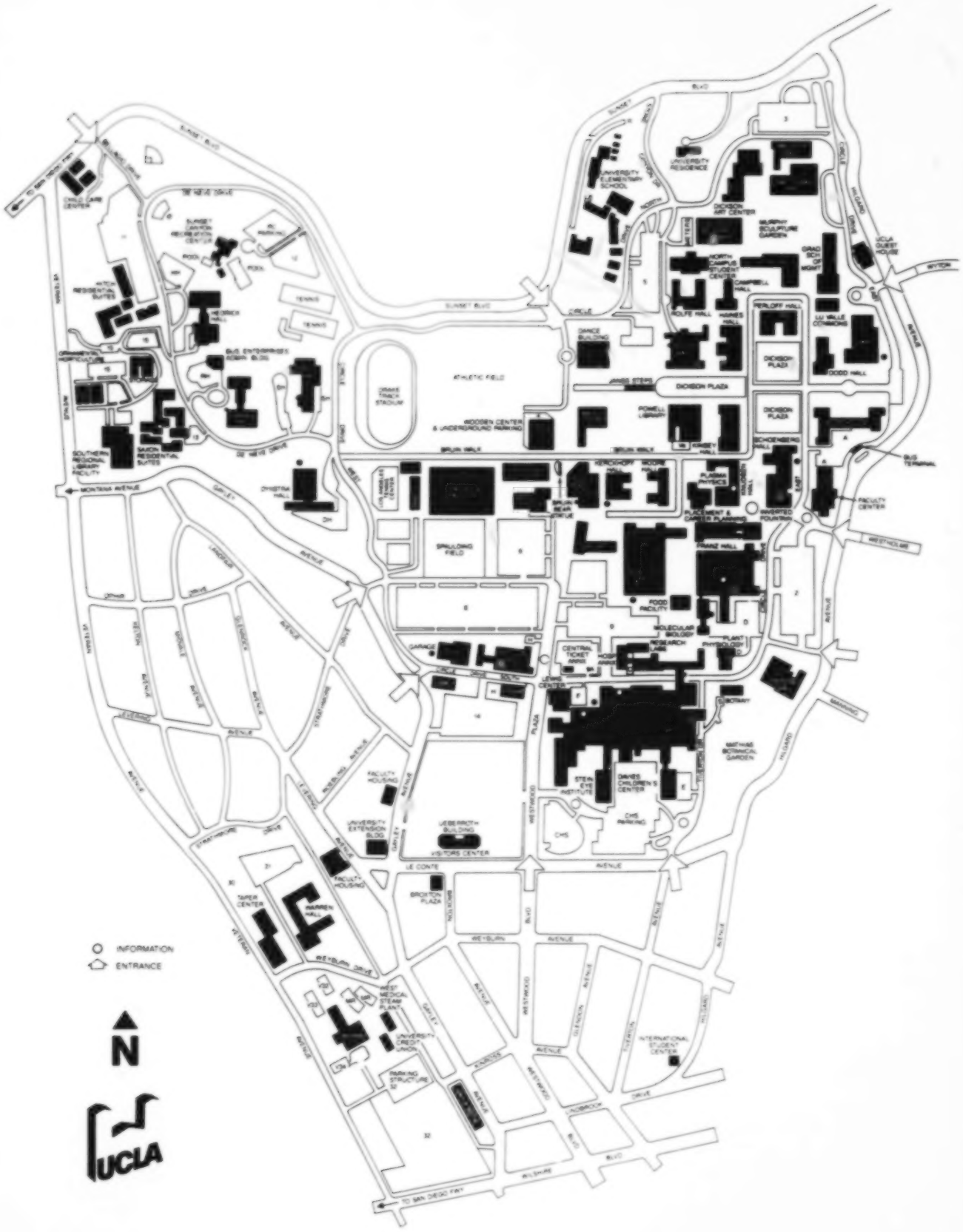
Tape 16: Teaching For Transfer
Transfer is the "heart and core" of all problem solving, decision making, and creativity. In addition, transfer dramatically shortens the time necessary for new learning. Four classroom elements which promote transfer are introduced, then illustrated in classroom episodes.

Tape 17: Putting It All Together: Science
A 50-minute biology lesson has been condensed into 15 minutes to illustrate the classroom effectiveness of principles of learning which are described in this series. During the teaching of classification of plants, voice-over annotation guides the viewer's recognition of learning principles.

Tape 18: Putting It All Together: Physical Education
The universality of the principles introduced in this series is demonstrated in a dance class. A 50-minute instructional period has been condensed into 15 minutes. During the teaching, voice-over annotation guides the viewer's recognition of learning principles.

Tape 19: Putting It All Together: Written Language
A 50-minute lesson in grammar has been condensed into 15 minutes to illustrate the effectiveness of principles of learning applied to writing and punctuation. During the teaching, voice-over annotation guides the viewer's recognition of principles of learning.

Tape 20: Putting It All Together: Literature
A 50-minute lesson in literature has been condensed into 15 minutes to illustrate a teacher's use of learning principles. During the teaching, voice-over annotation guides the viewer's recognition of learning principles.


INFORMATION
ENTRANCE
N
UCLA

TA Mini-Grants for Instructional Improvement

Mini-grants are intended to cover the costs of improving and enriching existing undergraduate courses. They provide funds for those items or activities which are not the normal reponsibility of departmental budgets and which are over and above the normal duties of teaching assistants. Mini-grant funds may not be used to supplement salaries. Maximum request: $250.00

Appropriate uses of these funds include:

Media: For renting films and renting or purchasing materials, including slides, film strips, audiotape and videotape programs.

Field Trips: For defraying costs of students travel to field instruction sites within California.

Specialized Equipment: For renting or purchasing specialized equipment or supplies for experimental, demonstration, student practice activities, etc. Any non-expendable equipment purchased becomes the property of the department and must be housed there. These funds should not duplicate department supplies and equipment budgets.

Distinguished Guest Speaker's Honorarium: For an honorarium to bring a distinguished visiting expert to an undergraduate classroom. Additional expenses, such as per diem, publicity and travel costs, should be paid by other sources. ($75 is the maximum honorarium for a speaker, and normally a limit of one distinguished guest speaker per year will be considered.)

Mini-grants are not limited to these areas. Any small-scale project offering instructional enrichment will be considered. Ordinarily mini-grant funds will not be granted to both faculty members and teaching assistants for the same course; therefore, it is essential for the teaching assistant to coordinate request with the faculty member in charge of the course.

Note: Mini-grants may not be used to provide supplies which are normally covered by the department budget (e.g., typewriter rentals or purchases, stationery supplies); while they can provide transportation for field trips, they cannot fund the cost of admission for any part of such trips.

A brief consultation appointment with the Teaching Assistant Training Program Coordinator is required before submission of a mini-grant proposal. The completed mini-grant application, including all required signatures, should be brought to this appointment. Appointments may be scheduled by calling the TA Training Program office at 825-9269. For further information about the mini-grant program, call the Office of Instructional Development at 825-9149.

APPLICATION
TA MINI-GRANTS FOR INSTRUCTIONAL IMPROVEMENT, 1987–1988

1. Name and Title of Applicant:

2. Department of Applicant:

3. Course Title and Number:

4. Brief Description of Instructional Improvement(s) to be Supported:

   Note: Names of speakers are required for honoraria requests.

   _____

   _____

   _____

5. Itemized Budget: (Use exact figures, no estimates)

_____	$ _____
_____	$ _____
_____	$ _____
_____	$ _____
Total	$ _____

6. Quarter: Year:

7. Number of Students Affected:

8. Level of Students Affected: Lower Division Upper Division

9. Procedure for Evaluating the Success of the Project:

Upon completion of the project, please submit a brief report including the evaluation.

Signature of Applicant	Date	Phone Number
Signature of Faculty Member in Charge of Course	Date	Phone Number
Signature of TA Coordinator, 80 Powell Library	Date	Phone Number

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